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ABSTRACT

This document has been prepared as the Massachusetts long range program document under the Library Services and Construction Act. Section I discusses background activities, dissemination of information, and program evaluation. Section II is entitled "State of the Art." The history, responsibilities, and/or programs of state agencies (Board of Library Commissioners, State Library, and Commission for the Blind and the Regional Library for the Blind and Physically Handicapped), regional agencies (public library systems, library networks), and local agencies (public, school, academic, special, and institutional libraries) are presented. Also included are education for librarianship in Massachusetts and the status of new library technologies. Section III focuses on the needs of users which can be met by libraries. Needs, and barriers in meeting these needs, are outlined for user groups including children, young adults, adults, elderly and special (blind, physically handicapped, disadvantaged, institutionalized). Library goals for meeting user needs are presented in Section IV. Section V describes the Action Program for meeting goals. The eight categories in this program are designed to strengthen the services of the State, regional, local, and other library groups in effectively meeting the identified needs of users. (Author/JAB)

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Linking Informational Needs

Massachusetts Long Range Program for Library Development

October 1977

Commonwealth of Massachusetts
Board of Library Commissioners
Bureau of Library Extension

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Massachusetts Long Range Program for Library Development

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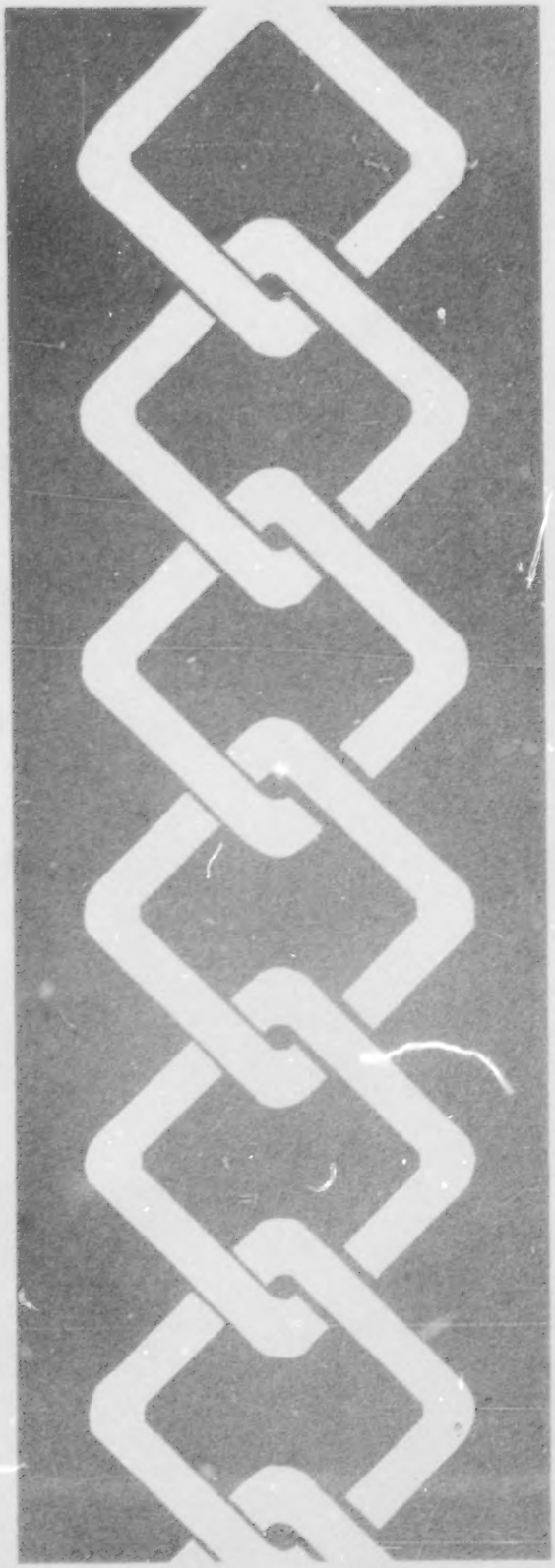

Introduction

Purpose

This document has been prepared as the Massachusetts long range program document required under the Library Services and Construction Act, as amended by P.L. 91-600.

The development of each area of the long range program as stated in the Library Services and Construction Act as amended, requires:

1. the identification of present and projected needs
2. the definition of objectives to meet these needs
3. the development of action programs to meet these objectives
4. the establishment of policies, criteria, priorities, and procedures for:
   a. periodical evaluation
   b. dissemination of information
   c. coordination with all types of libraries and their programs
   d. allocation of funds for services
   e. public library construction grants
   f. interlibrary cooperation

TITLE I - SERVICES

Grants are awarded to assist the States to:

1. develop and improve library service in geographical areas and to groups of persons without such service or with inadequate service;
2. provide library service for
   a. patients and inmates of State-supported institutions,
   b. physically handicapped,
   c. disadvantaged persons in urban and rural areas;
3. strengthen metropolitan public libraries which function as regional or national resource centers;
4. strengthen the capacity of the State Library Agency to meet the library and information needs of all the people.

TITLE II - CONSTRUCTION

Grants are made to the States to be used for public library construction. "Public library construction" is defined as meaning the construction of new public library buildings and the acquisition, expansion, remodeling, and alteration of existing buildings for use as public libraries, and the initial equipment of such buildings (except books). Architects' fees and the cost of the acquisition of land are also eligible expenses.

TITLE III - INTERLIBRARY COOPERATION

Grants are made to the States to be used for the planning, establishment and maintenance of cooperative networks of libraries at the local, regional or interstate level. Such cooperative networks should provide for "the systematic and effective coordination of the resources of school, public, academic, and special libraries and information centers for improved supplementary services for the special clientele served by each type of library or center."

It is the intent of the state agency to seek advice from interested persons for the continual improvement and expansion of the long range program.

Background of Long Range Program

The following activities were conducted in the revision of the Long Range Program:

1. Analysis of state and federal laws, rules and regulations governing library services.
2. Participation in planning.
   a. Task Forces
   With the cooperation of the State LSCA Advisory Council on Libraries, four task forces were formed, one of which identified users by age groups (children, young adults, adults, elderly), and three of which identified users on the basis of certain barriers which impede or disallow the delivery of library services (handicapped, institutionalized, disadvantaged). The charge of each task force was to identify for their respective users: (1) information needs; (2) barriers to meeting the identified needs; and (3) recommended actions to overcome these barriers. The task forces proceeded to have a series of meetings. Drafts of working charts, and occasions for written comments were provided to them. The resultant materials were then combined to form a series of summary charts. The task force participants were as follows:

TASK FORCE ON GENERAL USERS

Sherrie S. Bergman
Wheaton College Library

Mary M. Burgarella
Bureau of Library Extension

Thomas Cabot
Quabbin Regional High School

Vera Fish
Westwood Public Library

Benjamin Hopkins
Mass. College of Art

Billie Howes
Amherst Public Schools

William Joyce
American Antiquarian Society

William Kennedy
General Users

Lesley C. Loke
Bureau of Library Extension

Howard Miller
Westwood Public Library

Richard Sobel
Bristol Community College

Patricia Sheehan
Mass. Institute of Technology

TASK FORCE ON THE DISADVANTAGED

Raffael Degruttola
Disadvantaged Users

Jim Kennedy
Lawrence Public Library

Barbara King, Jacob Edwards
Memorial Library, Southbridge

Marquerite Lechiaro
Cambridge Public Library

Janet London
Disadvantaged Users

Suzanne Nicot
Cary Memorial Library, Lexington

Bob Scollard
Disadvantaged Users

Jana Varlejs
Bureau of Library Extension

TASK FORCE ON THE HANDICAPPED

Connie Clancy
South Hadley Library System

Todd Eggert
Handicapped Users

Joyce Graff
Mass. Association for the Blind

Thomas Ploeg
Bureau of Library Extension

Gisella Titman
Regional Library for the
Blind and Physically Handicapped

Liz Watson
Fitchburg Public Library

TASK FORCE ON THE INSTITUTIONALIZED

Richard Adamo
MCI-Walpole

Susan Averill
St. Vincent Hospital

Joan Bostwick
Bureau of Library Extension

Donald Dunn
Western New England College
Law Library

Susan Harmon
Fernald State School

Sam Ploese
Middlesex County Sheriffs Dept.

Mary Remar
Mass. Dept. of Mental Health

Marnie Warner
Bureau of Library Extension

b. Regional Public Library Systems
Meetings were held between State Library Agency staff, and representatives of the Regional Public Library System. Drafts of Sections III and IV which resulted from the task force deliberations, were distributed to participants prior to the meetings. Reactions to the drafted documents, and specific suggestions on Section V (Action Program) were sought. Regional participants were as follows:

EASTERN REGIONAL PUBLIC LIBRARY SYSTEM

Mary Heneghan
Regional Administrator

Carl Himmelsbach
Morrill Memorial Library, Norwood

Vivian McIver
Needham Free Public Library

Pearl Sprigg
Maynard Public Library

Ann Stoma
Randall Memorial Library, Stow

Virginia Tashjian
Newton Free Library

Warren Watson
Thomas Crane Public
Library, Quincy

CENTRAL REGIONAL PUBLIC LIBRARY SYSTEM

Janet Baker, Conant Free Public Library, Sterling

Elise Dennis
Athol Public Library

Marjorie Fischer, Grace Comes
Lancaster Town Library

Joseph Hopkins
Worcester Free Public Library

Susan Therriault
Millbury Public Library

Barbara Weaver
Regional Administrator

WESTERN REGIONAL PUBLIC LIBRARY SYSTEM

Bruce Baker, Jan Resnick
Regional Administration

Connie Clancy
South Hadley Library System

Bill Edge
Southwick Public Library

Dorothy Frary
Edwards Library, Southhampton

Anne Makuc
Monterey Public Library

Anne Turner
Jones Library, Amherst

c. Statewide LSCA Advisory Council on Libraries
Following meetings of the Regional Public Library System representatives, a preliminary draft of the full Long Range Program was mailed to the LSCA Advisory Council. At their August meeting, input was sought on additional recommendations and changes that might be needed. Appropriate suggestions were then assimilated with the draft and later presented to the Council at their September meeting.

d. Survey on Interlibrary Cooperation
A survey was mailed to all libraries in the state and to the three administrators of the Regional Public Library Systems concerning current activities in interlibrary cooperation. The survey was designed to indicate: 1) any cooperating groups of which the library is a member; 2) cooperative activities in which the library is currently engaged; 3) cooperative activities which might enhance service to patrons; and 4) existing or anticipated reasons why a library might not participate in cooperative activities. The survey was mailed in July, and libraries were asked to respond within three weeks. The mailing included the following:

- all public libraries
- all academic libraries
- superintendents of all public elementary and secondary schools
- administrators of the Regional Public Library Systems
- superintendents of all private non-Catholic elementary and secondary schools
- Departments of Education within the Fall River, Springfield and Worcester Catholic dioceses

Due to the closing of most schools for the summer, it was felt that the superintendents of school systems, and the diocesan headquarters represented the best vehicle by which surveys might be directed to appropriate school personnel.

Results of the survey were then assimilated into the final draft of the Long Range Program.

e. U.S. Office of Education Regional Program Officer
Copies of the proposed format for the Long Range Program and of the preliminary charts developed through task force deliberations were submitted to and discussed with the Regional Program Officer in early July 1977. Approval in concept was offered based on the program's adherence to the mandated responsibilities expressed in the federal regulations. A follow-up meeting was held during the last week in July 1977 to offer additional ideas based on meetings with the representatives of the Regional Public Library Systems.

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Dissemination of Information

It is the policy of the state agency to provide appropriate dissemination of information:

1. Long Range Program
   Copies of the complete document will be distributed to each public, academic, school and special library in Massachusetts. Copies will also be distributed to each person attending the Governor's Conference on Library and Information Services.

   A summary and/or excerpts will be prepared and sent to such groups as public library trustee chairpersons.

   Information concerning the annual up-dating will be made available to all libraries.

2. Annual Programs and Projects
   Information will be disseminated via the Bureau newsletter *Mediawrite.* Annual reports of special projects will be printed and distributed to all public libraries.

Evaluation

The activities of the Bureau of Library Extension are evaluated by the following groups: 1) Board of Library Commissioners, 2) State Advisory Council on Libraries, and 3) Bureau professional staff.

Since the Bureau of Library Extension regularly gathers and analyzes data related to public library services and support, much of the evaluation of programs intended to improve the quality of local, regional and statewide services and resources will be based on various indices and rankings utilizing such data. Appropriate computer programs are under development which will facilitate the continuing modification and updating of the data base supporting these evaluations.

As appropriate, the Bureau will also incorporate into the evaluation process the various standards published by such groups and agencies as the American Library Association, American Correctional Association, National Commission on Libraries and Information Science, etc.

A partial listing of these standards includes:

A.L.A. Minimum Standards for Public Library Systems, 1966
A.L.A. Standards for Library Functions at the State Level, 1970
A.L.A. Standards for Library Services in Health Care Institutions, 1970
A.C.A. Manual of Correctional Standards 3rd ed., 1966
A.L.A. Standards for School Media Programs, 1975
NCLIS National Inventory of Library Needs, 1975 (pub. 1977,

Throughout the period of the program, progress toward achieving the goals will be continuously reviewed by the Bureau staff, Board of Library Commissioners, State Advisory Council on Libraries, Regional Library Program Officer and other appropriate individuals and organizations. Periodic revision, updating and amendment of the program will be accomplished as required by federal regulations.

Individual projects will be evaluated by on-site visits of the Bureau staff and written quarterly and annual reports by the librarians conducting the projects.

Continuous reports are being made to assist librarians in the self evaluation of their own library services. Special attention is given to librarians administering LSCA special projects. Since evaluation is contingent upon adequate planning, librarians must prove that a community survey of users needs has been completed within the past two years before they can apply for an LSCA grant.

State Advisory Council on Libraries

A State Advisory Council on Libraries has been appointed to advise the State Agency on the development of the State Plan and on policy matters arising in the administration of the Plan and to assist the State Library Agency in evaluating library programs, services, and activities under the State Plan.

Persons appointed to the Advisory Council are broadly representative of public libraries, school libraries, academic libraries, special libraries, institutional libraries, and users of such libraries.

Meetings are held several times during the year.

MEMBERS

Name	Group Represented
Richard E. Adamo	Institutional Libraries
Patricia Boylan	School Libraries
Thomas Cabot	School Libraries
Arthur Cryan	Users (General)
Donald Dunn	Academic Libraries
Joyce Graff	Users (Handicapped)
Benjamin Hopkins	Academic Libraries
Billie Howes	School Libraries
William Joyce	Special Libraries
William T. Kennedy	Users (General)
Janet London	Users (Disadvantaged)
Howard E. Miller	Public Libraries
Suzanne Nicot	Public Libraries
Mary Remar	Institutional Libraries

State of the Art

State Agencies

Massachusetts Board of Library Commissioners

The Massachusetts Board of Library Commissioners is the agency of state government with the statutory authority and responsibility for the total library enterprise in the Commonwealth. In this position, the Board initiates, establishes, and exercises primary leadership for and direction of the Commonwealth's effort to develop and improve library resources and services.

The Comprehensive Library Media Services Act of 1974 is only the most recent expression of the Board's mandate. By that Act, the Board is charged to initiate and establish a statewide program for the improvement of library and media resources for all citizens. Within this function, the policies of the Board emphasize three areas: improving library services for those with specialized needs; developing libraries that have limited resources and provide inadequate service; and cultivating cooperative programs to remove barriers that have traditionally separated major library resources from large portions of the population.

Earlier legislative enactments such as the establishment in 1960 of a program of direct state aid grants to public libraries and of state-funded regional public library systems, are also expressions of the Board's determination to insure equal access to and effective delivery of library resources and services for all the Commonwealth's residents. Indeed, the establishment of the Board itself in 1890, as the first state library agency, recognized the need for state level initiative, coordination and leadership in the development of libraries.

The statutory framework within which the Board operates is found in the *Massachusetts General Laws,* Chapter 15, sections 9-11, and in Chapter 78, sections 14-31. The Board consists of five members, appointed by the Governor for staggered five-year terms. The policies of the Board are carried out by the Bureau of Library Extension. Administratively, this state library agency is one of six bureaus within the Division of Curriculum and Instruction in the Department of Education. However, legislation under consideration in the current session of the General Court, establishes the Board and its administrative staff as an independent agency within the Executive Office of Educational Affairs. The same legislation will increase the size of the Board to nine members.

The organization of the Bureau reflects the statutory responsibilities and policy priorities of the Board. The State-funded programs of direct state aid to public libraries and regional public library systems are coordinated by separate units that certify the compliance of libraries with minimum standards required to qualify municipalities for grants, and monitor the performance of regional systems in terms of regulations governing their operation adopted by the Board.

Other functions specifically required by law such as the certification of librarians and the maintenance of a placement referral service require organizational support.

A major unit of the organization directs the Library Services and Construction Act (LSCA) program: separate sections are concerned specifically with programs to develop library services to blind and physically handicapped persons, to residents and staff of state institutions, to disadvantaged persons, and to public libraries.

The mandate of the Comprehensive Library Media Services Act, and the support of Title III of LSCA have led to the establishment of an additional section specifically concerned with encouraging cooperative activities among the various types of libraries. To the extent feasible within their specific responsiblities, all units are concerned with diminishing barriers between types of libraries—for example, a non-print media section provides consultation and conducts workshops in such subjects as film-making, video production and photography, for groups representing institutional, school, and public libraries.

The Bureau's planning and evaluation unit works on a statewide level to develop the information and analytic tools necessary to plan for the overall development of information resources and to evaluate services currently provided, as well as on a local level, to provide the data and advice necessary to assist librarians in their planning and evaluation efforts.

The various publications of the Bureau intended to facilitate communication between the agency and its constituents, are prepared and edited by a communications unit. This section also disseminates legislative information on activities at the state and federal level in order to improve the visibility and influence of the library community.

Support for all these Bureau activities is provided by a collection services unit including a resource center of library science materials, and a technical processing section. An administrative services unit coordinates the Bureau's personnel and fiscal policies.

State Library of Massachusetts

The State Library of Massachusetts was organized in 1826 to provide library service to the Governor and other Constitutional officers of the Commonwealth, and to the members of the General Court and their staffs. The library is an independent agency that reports to the Governor through the Secretary for Educational Affairs, and is governed by a Board of Trustees which includes the President of the Senate, the Speaker of the House and three persons appointed by the Governor. The power to manage the library is delegated by the board to the State Librarian, who is also appointed by the Governor. The statutory framework for the State Library is found in the Massachusetts General Laws, Chapter 6, Sections 33-39A.

The primary purpose of the State Library is to meet the information and research needs of the executive and legislative branches of state government. The library's collection reflects this purpose. Its collection of Massachusetts government publications is the most complete in existence with comprehensive holdings of executive agency publications, reports of cities and towns, selected federal publications, and items from other states related to the interests or problems of Massachusetts.

The law collection emphasizes public law and the making of law and its coverage of Massachusetts law, including agency regulations is complete both historically and currently. The newspaper collection is also important both historically, with long back files of papers from Boston and other Massachusetts localities, and currently, with the library's index to all leading Boston newspapers which lists articles on Massachusetts people, places, and government.

The library offers reference service, though not extensive research service, and loans materials directly to permanent non-institutional employees of the Commonwealth and to area libraries through interlibrary loan.

A number of public and private agencies fulfill roles complementary to the State Library's. The State Archives are under the jurisdiction of the Secretary of State and are responsible for preserving the written record of the government of the Commonwealth.

The Social Law Library, while originally established to serve a group of subscribing lawyers, is available to the state's judiciary and legal staff through an annual appropriation of the General Court. Its collection, however, is designed specifically for the practicing attorney, not the lawmaker.

The Legislative Research Bureau was created in 1954 to provide research support for legislators. It is headed by a director, and supervised by the Legislative Research Council - a bipartisan group of four senators and eight representatives.

The Massachusetts Historical Society, a private organization, has a large manuscript and book collection about the history of Massachusetts. The State Library does not normally acquire manuscript material better housed at the Historical Society or the Archives. Similarly, the State Library does not perform genealogical research—the New England Historic Genealogical Society, another private organization, is the major resource in the area for such studies.

Massachusetts Commission for the Blind and the Regional Library for the Blind and Physically Handicapped

The Massachusetts Commission for the Blind has the legislative charge to handle the distribution of special format library materials and equipment (Library of Congress talking books program) to blind and physically handicapped persons within the Commonwealth. Chapter 6, sec. 129 and sec. 130 of the *Massachusetts General Laws* provides that the Commission shall cooperate with the "Library of Congress relative to the administration of the Program of talking books for the blind. . .".

However, this is only one facet of the broad range of programs and services that have been developed by the Commission since its establishment in 1906. From their original mandate "to plan and develop programs for ameliorating the condition of the blind," social rehabilitation programs, vocational rehabilitation programs, developmental services, the register of the blind, workshops and the talking book program have been implemented.

The talking book program has two basic service components: machine lending agency function and the library materials distribution function. Presently, the Commission has a contractual agreement with the Library of Congress to be the machine lending agency which involves the registration of users, the distribution/repair of special playback equipment and the maintenance of related files. This service is provided by three full-time-equivalent employees of the Commission.

The library materials distribution is conducted by the Massachusetts Regional Library for the Blind and Physically Handicapped at Perkins School for the Blind under an annual service and financial contract with the Commission for the Blind.

Perkins has been performing this function since 1931 when it was established as one of the first distribution outlets by the Library of Congress under the Pratt-Smoot Act. This legislation provided embossed materials for the adult blind on the national level. Since that time, Congress has broadened the scope of materials and services offered by the Library of Congress which has resulted in an expansion of the regional library programs.

Also, the eligibility requirements of the Library of Congress program have been enlarged. By 1952, the word "adult" was deleted from the enabling legislation resulting in service to all blind persons, and in 1966 physically handicapped persons were made eligible to participate. The addition of physically handicapped persons has had a considerable impact on the program in terms of the total number of persons eligible and programming focus.

Within this national framework, the Regional Library at Perkins is serving approximately 7,000 eligible readers including persons of all ages with a visual or physical handicap which prevents the utilization of regular print materials. These readers are provided materials in several formats including braille, talking book disc, cassette tape and reel to reel tape. Registered users are served by a team of reader's advisors, librarians, and technicians, who handle the distribution of materials.

In 1973, a Subregional Library for the Blind and Physically Handicapped was established by the Central Massachusetts Regional Public Library System/Worcester Public Library to provide basic talking book service to the residents of Worcester County as part of the statewide program. This library program has recently installed a computer to facilitate the distribution of materials.

With the passage of P.L. 89-511 in 1966, services to the handicapped became a mandated component of the LSCA legislation and library services provided by the Commission, the Regional and the Subregional Libraries were supplemented and enhanced through other state and local library programs. Other agencies also provide service. They are the Massachusetts Association of the Blind Communication Center which produces materials in a variety of formats and the Library Center for the Visually Handicapped. The Library Center is mandated by Chapter 15, sec. 16 of the *Massachusetts General Laws* to provide and distribute materials for the instruction and training of visually-handicapped children.

Regional Agencies

Regional Public Library Systems

The concept of regional library systems was recognized as a necessary element in the development and expansion of public library services shortly after the turn of the century. In 1911 the Massachusetts Free Public Library Commission (the present Board of Library Commissioners) subscribed for library privileges at the Berkshire Athenaeum in Pittsfield on behalf of ten small towns in Berkshire County. The total cost of this first experiment in cooperation was $50.00. In that same year a committee was formed to explore ways in which larger libraries might be of assistance to smaller libraries. As a result of the committee's deliberations, the libraries of the Commonwealth were divided into small groups of three to eleven libraries. The programs and activities undertaken by the groups were varied, but all were intended to improve the libraries within the group. These groups remained active for almost ten years.

As early as 1935, the Board of Library Commissioners gave consideration to a plan which would organize libraries into a statewide regional system. Unfortunately, all hope of putting the program into immediate effect vanished when the Board's budget for the Division of Public Libraries received a substantial cut along with other State agencies. These plans did come to fruition, however, when an experimental program of regional library service was implemented in 1940, using money from the Works Progress Administration (WPA) program. The WPA Statewide Library Service Project involved the establishment of regional library service in three areas with headquarters in Pittsfield, Greenfield and Fall River.

Bookmobiles provided by the Massachusetts Library Association, the Massachusetts Library Aid Association and the Massachusetts Federation of Women's Clubs were used to provide supplementary book collections and advisory services to area libraries. In 1942 the State assumed financial responsibility for these centers which would provide the backbone of regional library service in Massachusetts for the next two decades.

The Western Massachusetts Library Federation (WMLF) was a two-year venture planned by the Division through a grant received from the Marshall Field Foundation in October 1950. Fourteen small libraries in the Greenfield-Conway area received supplementary book, record and film collections, as well as advisory services. The WMLF project was such a success that the Division's 1953-1954 budget was increased to allow for the incorporation of the project into the Greenfield regional operation.

The Special Administrative Library Commission appointed by Governor Herter and chaired by Dr. Paul H. Buck issued a report in 1956 which would serve as a landmark in long-range planning for regional library services in the Commonwealth. The Buck Report made four principal recommendations: (1) state grants-in-aid to public libraries with eligibility based upon minimum standards of service; (2) the three existing regional programs (Fall River, Greenfield and Pittsfield) should be replaced by four that would service the entire state; (3) the regional systems should be built on existing large libraries which should be reimbursed for providing regional services; (4) the

Division of Library Extension should be enlarged and strengthened to assume the responsiblities of this state aid program.

When federal funds became available to Massachusetts libraries with the passage of the Library Services Act in 1956, this plan was to have an important effect on how the federal funds were to be spent. During the next eight fiscal years significant amounts of federal funds were used to establish a fourth regional operation in North Reading to provide interlibrary loan, deposit collections and advisory services to twenty-nine area towns, as well as to improve the statewide consultant and book services offered to rural areas through the further development and extension of services at the three already existing regional offices.

Since the passage of the Library Services and Construction Act in the mid-sixties, varying amounts of federal funds have been made available to the regional library systems within the parameters of the long-range and annual LSCA programs.

Passage of Chapter 760 of the Acts of 1960 authorized the Board of Library Commissioners to establish a comprehensive statewide program of regional public library service supported by State funds appropriated on a per capita basis. The next decade and a half proved to be years of rapid growth in the development of regional library services in Massachusetts. Rules, regulations and guidelines delineating procedures for the establishment and operation of the systems were promulgated by the Board.

In 1962 contracts were signed by the Board of Library Commissioners and the libraries in Springfield, Northampton and Pittsfield, which established the Western Region. Although the Board negotiated its first regional contract with the Fitchburg Public Library, the establishment of the Central Region was not finalized until 1963 when a contract was signed with Worcester Free Public Library. After several years of negotiation, contracts were signed throughout 1966 and 1967 with Boston, Andover, Quincy, Taunton, New Bedford, Wellesley, Lowell and Falmouth establishing the Eastern Region. Current regional funding limits were legislated in 1970 based upon the decennial census. In 1972, the Boston Public Library, as Library of Last Recourse, was funded at a level of 2.5 cents per capita per annum.

The Regional program expanded to include the lending of films and other audiovisual materials and equipment, centralized purchasing of supplies, central depository of last copies and/or rarely used materials, exhibit services, reference and research services and delivery service, as well as further development of bookmobile and interlibrary loan services.

Since the enactment of the Act of 1960 certain structural and programmatic strengths and weaknesses of the Systems have been identified. In recognizing its responsibilities relative to the development of a comprehensive statewide regional public library system, the Board of Library Commissioners has established vehicles by which a program of action can be formulated to further expand and support the strengths of the Systems while remedying the inadequacies of the overall regional program.

Library Networks

The library network concept includes the development of cooperative systems of libraries on geographical, subject, or other lines, each with some kind of center that not only coordinates the internal activities of the system, but also serves as the system's outlet to, and inlet from, the centers of other systems. The concept is also hierarchical in that the centers of smaller systems are channels to centers of larger networks at state, national and international levels. Currently, networking at the national level is being investigated by the National Commission on Libraries and Information Science (NCLIS). For the user, cooperation at this level provides the full scope of information resources to meet his/her needs. However, the computer technology which is

requisite to implementing sophisticated access and communication among libraries, necessitates considerable financial expenditure, even at the local level.

The Comprehensive Library Media Services Act of 1974, charges the Massachusetts Board of Library Commissioners with responsibility for the establishment and development of cooperation and coordination among "library media centers;" this encompasses public libraries, school libraries, school media centers, academic libraries, state or county institutional libraries and special libraries. Although no state monies have been appropriated specifically for this purpose, grant programs for intertype library cooperation are provided under Title III of the Library Services and Construction Act (LSCA).

The lack of state financial assistance and the inadequacy of the annual Title III appropriation, among other factors, have inhibited the development of a statewide network in Massachusetts for intertype library cooperation. The cooperative groups which have developed are generally characterized by the following: geographic proximity; institutional subsidies and/or membership fees to provide services; and, in some cases, Title III grants to fund specific activities for those groups incorporating multitype library membership.

Academic libraries have traditionally cooperated among themselves through interlibrary loan. However, the available library resources needed to support the variety of educational programs and the changing image of the student in higher education, in addition to current economic trends, have fostered a greater interdependence among institutions of higher education and their libraries. Academic library consortia in Massachusetts initiated through institutional consortia or through the libraries themselves are generally regional in nature, have a centralized headquarters and director, and in most cases, include non-academic library membership. Primary activities include expanded interlibrary loan and reference, union lists, reciprocal borrowing and document delivery service.

A cooperative effort among the public academic libraries was "Books for College Libraries" (BCL), a project funded through the Board of Higher Education and based at the University of Massachusetts/Amherst. The appropriation of $10 million supplemented the library budgets during fiscal years 1969-1975. Through this centralized processing project, over one million volumes were purchased and processed for shelving. Efforts to renew BCL in the current budget (FY1973) were unsuccessful. An outgrowth of BCL is the Massachusetts Conference of Chief Librarians of Public Higher Educational Institutions (MCCLPHEI), which provides a forum for mutual problems and a basis for projected cooperation.

Cooperation among special libraries is usually effected through informal arrangements based on geographic locale (eg., Route 128 librarians), or subject speciality (eg., Boston Area Music Libraries). Traditionally cited barriers to more formalized cooperative efforts with multitype networks are: proprietary information, particularly in the case of industrial libraries; smallness of the collections; and corporate administrative restrictions. However, special libraries do participate in NELINET and several consortia. The executive office of the Special Libraries Association is promoting the involvement of the special library community in the planning and implementation of networks at the state level.

Hospital and health-related consortia have developed in response to the information and continuing education needs of the health care practitioner and the Regional Medical Library Program established by the Medical Library Assistance Act (1965) which has encouraged cooperative activities at the local level. Faced with the similar demands of inflation and rising costs experienced by other segments of the library community, hospital libraries, through cooperation, share resources and improve the quality of service to their designated clientele. Hospital library consortia in Massachusetts have a basis in both formal and informal organizational agreements. In some cases, the scope of membership has expanded to include health-related agencies and special libraries as well as the academic and public library sector.

City, town and regional school districts have formed collaboratives to conduct educational programs and services which will supplement or strengthen their individual school programs and services. The 1975-76 *Massachusetts School Directory* lists forty-one education collaboratives. At least one, PROJECT MARINE, involves the libraries within five public school systems, and the Bristol Community College Resource Center.

Title III of the Library Services and Construction Act (LSCA), provides for grants to cooperating library groups which are formally organized with an identified director or coordinator and multitype membership. Past and current funding levels for Title III in Massachusetts are inadequate to maintain major, long-range programs without other sustained support. Projects funded through Title III include union lists of serials, document delivery services, and cooperative access to on-line bibliographic data bases.

In addition to cooperative activities within the state, several interstate cooperative groups have been established:

New England Library Board (NELB)

The New England Interstate Library Compact authorizes Massachusetts to participate in cooperative activities administered by the New England Library Board. The Executive Board of NELB is composed of the directors of the six state library agencies. Primary activities include the following:

1. The New England Document Conservation Center whose services in restoration and preservation of print materials are available at cost to libraries, state and local archival agencies, and private non-profit educational and cultural institutions;

2. The New England Serials Service (NESS), which provides for a fee, serials' reprints which are unavailable locally or through normal interlibrary loan channels. Requests are accepted via mail, wide area telephone service (WATS), or teletype (TWX). The service is available to all libraries as well as to individuals and other organizations.

New England Library Information Network (NELINET)

Under the aegis of the New England Board of Higher Education, NELINET provides the computerized services of the Ohio College Library Center (OCLC) to the New England library community. Paid membership in NELINET is open to all libraries. As of July 1977, Massachusetts membership in NELINET included two public libraries, five special libraries, the Boston Theological Institute which encompasses the libraries of nine theology schools, and twenty-eight colleges and universities. In addition to bibliographic access and catalog card production, NELINET has received a Library Resources and Demonstration Project Grant through the U.S. Office of Education, to develop an interlibrary loan system which will attempt to equalize loan requests among cooperating libraries.

New England Regional Medical Library Service (NERMLS)

The New England Regional Medical Library Service, based at the Countway Library of Medicine, is part of a nationwide network established and administered by the National Library of Medicine. Its primary activity is document delivery and interlibrary loan to the medical and health-related professions in the region through requesting hospital, special, academic and public libraries. In addition, training and educational programs are conducted regularly in library techniques for paraprofessionals and educational planning by professional hospital librarians to better meet their clientele's needs. An extension service provides speakers and consultation on health library needs. NERMLS encourages cooperative activities among local hospital libraries and other libraries serving the health professions to coordinate basic journal acquisitions and interlibrary loan.

In an effort to expand information on cooperative activities among Massachusetts libraries, the Bureau of Library Extension mailed a questionnaire to approximately 1,200 libraries in Massachusetts during the summer of 1977; included in the mailing were 125 academic libraries, 384 public libraries, 540 public and private school systems, and 175 special libraries. Over 400 libraries responded; the rate of return for the respective types of libraries was as follows: 36 percent of the academic libraries; 43 percent of the public libraries; 23 percent of the school libraries; and 30 percent of the special libraries.

The survey requested respondents to provide information on their current membership in a cooperative, consortium or network, and on the types of activities in which their cooperative groups are engaged.

The majority of public library respondents indicated no cooperative activities other than their participation in the services provided by the Regional Public Library Systems. Cooperation among individual school libraries within any one school system was not universal. Informal cooperation among the school libraries and public libraries was indicated frequently by the school library respondents; such cooperative activities, however, are primarily conducted on a professional level of librarian to librarian, rather than on an institutional level. Types of services frequently provided between school and public libraries include reciprocal borrowing, interlibrary loan, reference services, user orientation, and shared audiovisual resources. In communities with academic institutions, particularly those that are state-supported, arrangements were available for high school students to use these collections. Currently, only two formally organized consortia in Massachusetts which encompass school library membership, were identified - PROJECT MARINE and the Lowell Area Council on Libraries.

Special libraries in Massachusetts cooperate primarily and informally among themselves. Common activities cited in the survey were reciprocal borrowing, interlibrary loan, union lists and catalogs, and reference services. At the present time, special library participation in formalized cooperating groups seems minimal.

Survey results also indicated that academic libraries constitute the primary membership in most of the formally organized cooperating groups in Massachusetts. Activities within the cooperating groups in some cases extend beyond the traditional activities of reciprocal borrowing and interlibrary loan.

The questionnaire also queried libraries as to the priority rating and benefit of specific cooperative activities. While an in-depth analysis of this data will be made subsequently, an immediate survey of the responses received indicated the following interest patterns:

1. Academic libraries cited reciprocal borrowing, expanded interlibrary loan, and union catalogs and lists;
2. Services of utmost benefit to the public libraries seem to be reciprocal borrowing, expanded interlibrary loan, motor delivery service, reference services, and union lists and catalogs;
3. School libraries indicated reciprocal borrowing, reference services and non-print materials and equipment as high priority areas;
4. Special libraries emphasized reciprocal borrowing, expanded interlibrary loan, and reference and information centers as activities having the greatest potential benefit to their clientele.

In general, the questionnaires showed that the services indicated as most desireable by all respondents were those services with which the respective libraries have had some experience.

Local Agencies

Public Libraries

All of Massachusetts' 5,789,478 residents have public library service available to them. At this time, 380 separately constituted public libraries with their own governing board exist in 346 of the state's 351 cities and towns. This represents a decline from the 390 libraries of 1962 - a decline due to consolidation efforts over the past several years. Regional bookmobile service is available to the 3,121 persons who live in the five towns without a local public library.

Library Income

In 1976, total public library income reported by 339 of 380 public libraries was $49.6 million. On a per capita basis, statewide support averages $8.56. However, the state's largest public library accounts for 18 percent of the total public library income, and services 11 percent of the population. Excluding the statistics for the Boston Public Library, statewide per capita total income in 1976 was significantly lower at $7.83.

Data is available to compare total operating expenditures for Massachusetts public libraries with the rest of the nation's libraries and with "Indicators of Need" prepared by the National Commission on Libraries and Information Science. In the Commission's *National Inventory of Library Needs - 1975,* published in April of 1977, "Indicators of Need" for staff, collection, acquisition, net space, and hours of services, as well as operating expenditures, were developed through the professional judgments of the authors, in consultation with an advisory committee. While partly derived from the traditional set of standards established by many state agencies and professional associations, the "Indicators" are "not intended to be used or interpreted as evaluation criteria for individual libraries, but rather, as indices to track the progress of the library establishment on a large scale." For total operating expenditures, the "Indicators of Need" for public libraries are:

$9	per capita for up to 150,000 population
$10	per capita for libraries serving populations between 150,000 and 500,000
$12	per capita for libraries serving more than 500,000

To meet these needs, Massachusetts public libraries would have to expend $54.4 million. In 1974 (the year for which data was gathered on a national basis), total public library income for Massachusetts reached 77 percent of that minimum level. For the nation as a whole, expenditures were only 50 percent of the indicated need. Similarly, in 1974, 9 percent of the nation's public libraries met the indicated minimum level of operating expenditures for the population they served, which was 9 percent of the population. In Massachusetts, 45 municipalities, or 13 percent of the total, met their indicated need, serving 23 percent of the state's population. Again, the figures change considerably if the effect of the Boston Public Library is removed: the remaining libraries that met the minimum indicated need served only 14 percent of the population.

Direct State Aid Grant

During fiscal year 1977, out of the 351 Bay State municipalities, 291 were certified for state aid grants for free public library service. Payments to these municipalities totaled $2,074,612.01. Of the 60 municipalities not receiving grants, 9 applied but were not certified, 7 were ineligible to apply (5 with no libraries, 2 lacking local appropriation of funds), and 44 chose not to apply.

Personnel

While expenditures for salaries account for the largest proportion (77 percent statewide) of library budgets, inadequate financial support still limits the number of professionally trained librarians employed by the state's public libraries.

Due in part to minimum standards *for state aid that require libraries serving populations above* 10,000 to employ as library director, an individual with a degree from an approved library school, the actual number of libraries led by MLS degree holders, as well as the total number of library school graduates employed, has increased steadily in the last several years:

	1970	1974	1976
No. of Reporting Libraries	299	341	352
No. of Libraries with Director holding MLS degree	80 (27%)	109 (32%)	139 (39%)
No. of MLS degree holders employed	335	488	681

The current level of professionalism in the state can be compared to standards of the American Library Association that call for all public libraries serving populations above 5,000 to have fifth year library school graduates represented on their staffs, and to the "Indicators of Need" from the *National Inventory of Library Needs* that sets a level of professionalism at one full-time-equivalent for each 6,000 persons served.

Because calculations for full-time-equivalent staff in public libraries are not yet available, and because the definition of "professional" is not clear in the *National Inventory*, accurate measures of Massachusetts' performance are difficult. Based on a sampling of libraries, the study finds that among libraries serving more than 25,000, Massachusetts falls only 13 professional positions short of the 572 that would be required by the indicated need. However, considering all libraries serving more than 5,000 persons that reported data in 1976, only 24 percent (54 of 227) employed sufficient MLS degree holders to meet or exceed the indicated need. These libraries serve 37 percent of the total population in municipalities with populations over 5,000. Again, if the effect of the Boston Public Library is excluded, of the total population in places of more than 5,000 persons, except for the city of Boston, only 29 percent are served by libraries meeting the indicated need for professional staff.

Free Direct Access and Reciprocal Borrowing

Public libraries receiving direct state aid grants have begun the phased implementation of the minimum standard for public library services that requires libraries to extend privileges to the holders of cards issued by other public libraries in the Commonwealth on a reciprocal basis.

Free direct access and reciprocal borrowing privileges have been implemented on a sub-regional basis as of 1 July 1976, and will extend to a regional basis on 1 July 1978. Full implementation by 1 July 1979, will give Massachusetts residents access to the services and materials of any public library within the state on the same basis as that accorded the residents of the municipality in which the library is located.

In June of 1976, well in advance of the compliance schedule, 83 percent of the municipalities certified to receive a state aid grant had extended non-resident privileges on a statewide or regional basis. Of those certified, 73 percent (212 out of 291), were already providing free direct access to all residents of the Commonwealth.

School Libraries

Through its 291 public school districts, Massachusetts supports 2,417 public elementary and secondary schools with an enrollment during the 1975-76 school year of 1,193,177 pupils. The 555 non-public elementary and secondary schools in the Commonwealth serve an additional 151,473 students. In 1971, 1,882 of these schools maintained central school library media facilities, employing 1,134 professional library media specialists.

The last evaluation of school library media centers in Massachusetts, conducted in 1971, found that generally all aspects of media center development had improved since 1966, but still fell well below national standards. A precise detailing of the status of the Bay State's school library media centers suffers from the lack of current qualitative and quantitative data and from the reduction of the coordinating staff at the state level.

State funding is not available in Massachusetts for either school library development at the local level or for coordination and planning at the state level. Some progress was made in 1974 with the enactment of the Comprehensive Library Media Services Act. However, since the Act has never been funded, those portions that mandate state level services and specify the formula for disbursement of state monies for local school library development have not been implemented.

Federal monies are the only substantial supplement to local funds for school library media center development in Massachusetts. Between 1966 and 1976, approximately $24 million in Elementary and Secondary Education Act (ESEA), Title II funds were administered by the Bureau of Library Extension to establish centralized media centers or to strengthen already existing centers. In fiscal year 1976, ESEA Title IVB was established at the 50 percent funding level by the consolidation of ESEA Title II, the testing, guidance and counselling portions of ESEA Title III, and Title III of the National Defense Education Act (NDEA) which covered instructional equipment and minor remodeling. Title IVB is funded at 100 percent for fiscal year 1977, with approximately $3.8 million available in Massachusetts. At the time of consolidation, administration for ESEA Title IVB shifted from the Bureau of Library Extension to the Curriculum Services Bureau.

It is too soon to fully assess the implications of the Title IVB consolidation for school library media centers, so it will be necessary to carefully study the allocation process of local educational agencies over the next few years. Individual media centers must compete with the school's guidance and instructional equipment services to receive an allocation from the total Title IVB monies awarded to each local educational agency. While 59 percent of fiscal year 1977 Title IVB funds were expended for school library resources, this is a 5 percent decrease from the previous year.

Several professional associations and informal interest groups include school library media specialists among their members. The Massachusetts Association for Educational Communication and Technology (MAECT) and the Massachusetts Educational Media Association (MEMA) represent the views of all types of school library media specialists. To increase the effectiveness of their efforts, these two organizations will merge next year to present a unified voice within Massachusetts.

Following the time at which administration of the ESEA school library media center program was removed from the Bureau of Library Extension, funds for operating state-level services for school libraries became nearly nonexistent. Legislation now pending in the General Court would mandate the Department of Education to provide statewide school library and non-print media services.

Academic Libraries

The Massachusetts Board of Higher Education authorizes 124 institutions of higher education to confer degrees at or above the associate degree level. Of these, 32 are public and 92 are privately supported. Community/junior colleges comprise 28 of the total number of institutions. Student enrollment statewide is approximately 370,000; 58 percent are enrolled in the private sector.

The National Center for Educational Statistics, a unit of the U.S. Department of Health, Education and Welfare, annually collects statistics on college and university libraries through its Higher Education General Information Survey (HEGIS). The coordinator for this data collection

in Massachusetts is the Board of Higher Education. To date, this information has not been utilized in-state to provide a quantitative analysis of the college and university library community.

Both public and private institutions are affected by inflation, cutbacks in faculty and staff and the declining traditional student population. The future development and status of the academic library both in the public and private sectors are dependent upon the goals and objectives and the resulting curricula of the parent institution, as it interprets current higher education trends. The rapid expansion of higher education in the 1960's, particularly within the state systems, is now constrained by level funding. Two defined needs are apparent:

1. Cooperation with the academic community is becoming an accepted activity; however, assistance and planning is needed to include non-participating libraries as well as to expand services and promote communication among consortia and other networks. To achieve this end, meaningful data collection of academic library statistics and a description of resources are mandatory;

2. Adequate funding levels for the individual institutions as well as for consortia, and resources to provide this funding should be identified to provide continuous service and collection development to meet student and faculty needs.

No one professional organization represents the academic librarian's interests in Massachusetts:

> . . . The New England Chapter of the Association of College and Research Libraries (ACRL), a division of the American Library Association, organizes informational programs and acts as a resource for members. The chapter will host the Association's first nationwide meeting during the fall of 1978 in Boston.
>
> . . . The Boston Chapter of the Special Libraries Association and the Massachusetts membership of the American Society of Information Scientists attract academic librarian participation.
>
> . . . The New England Library Association offers several divisions of interest to the academic librarian.

Special Libraries

The Special Libraries Association (SLA) defines a special library as one maintained by an individual corporation, association, government agency or other group for the purpose of collection, organization, and dissemination of information, and devoted primarily to a special subject with provision for specialized service to a specialized clientele.

The specialized clientele which may be in an industrial, academic or public library setting, requires in-depth assistance necessitating readily available materials and information sources.

The SLA Boston Chapter which includes membership from Massachusetts and the New England region at-large, is the primary professional organization representing special libraries. In addition to providing continuing education and topical programs of interest, the Chapter is in the process of revising and up-dating its *Directory of Special Libraries in Boston and Vicinity* (1972), and its *Union List of Serial Holdings in Seventy-One Libraries* (1971). According to the 1972 *Directory*, there are 283 special libraries in Massachusetts.

The Bureau of Library Extension is currently expanding its services to special libraries by designating a staff member as liaison. Special libraries are represented and participate on the Board of Library Commissioners' committees including the LSCA Advisory Council, the Core

Committee for the Governor's Conference on Library and Information Services, and the Omnibus Committee on Library Legislation.

Institutional Libraries

Library service to the institutionalized in Massachusetts began when Edith Kathleen Jones was hired as general secretary and library advisor by the Board of Free Public Library Commissioners in 1921.

For the next sixteen years, she worked to improve the quality of library service in this specialized field. In 1924, the General Court recognized her function by passing Chapter 114 which authorized the Board to "advise librarians of state and county institutions."

After Ms. Jones' departure in 1937, consultant visits were made to institutions only upon request. It was not until 1966, when Title IVA specifically earmarked Library Service and Construction Act (LSCA) funds for state institutional libraries, that the Board of Library Commissioners began to strengthen their program. In 1967, a Library Planning Study indicated that only six of the institutions surveyed had resident libraries, that none of these had a professionally trained librarian, and that library collections were composed primarily of donations with little specialization of resources. Library expenditures ranged from $0 to $6.25 per resident for materials.

Library services in our state institutions still lag far behind recommended national standards. Four departments fall under the domain of the Institutional Unit of the Bureau of Library Extension. These departments currently operate 62 institutions, serving approximately 16,672 persons according to the average daily census for fiscal 1977.

DEPARTMENT	No.	Residents
Department of Corrections	5	2,730
County Jails and Houses of Corrections	16	2,329
Department of Mental Health		
State Schools and Regional Centers for Retarded	7	5,351
State Hospitals, Community Mental Health Centers, and Cushing Hospital	17	4,394
Department of Public Health	7	1,681
Department of Youth Services	9	187

Since the inception of Title IVA, nineteen state institutions have received a total of $517,450 in federal funds to develop their resident libraries. Because inmates have been the most vocal in demanding libraries as their right, libraries have been established in all of the state's correctional facilities. LSCA funds helped to establish these collections, but the institutions now maintain their collections with state funds and the employment of at least one professional librarian. Each of the correctional libraries also has a legal collection which was mandated by court order in 1973.

Resident library service in other state institutions is practically nonexistent. By and large, library services are not planned, are not budgeted, and are generally given a low priority in the institution. Where there are library services for patients, they are inadequate and out of step with new program trends. Collections are still often volumes received as worn out, unattractive and useless donations. The per capita expenditure for all library materials in 1977 was only $ .75 in the Department of Mental Health, $ .90 in the Department of Public Health, and $ .00 in the Department of Youth Services.

Most institutional libraries still suffer from inadequate staffing. It has only been within the last three years that professional librarians have been hired to work in five correctional institutions, and three mental health facilities. The overwhelming annual output of library materials requires expert judgment in shaping a library collection. Unless a librarian is available to promote the library resources, any library could become a storage room for books.

Organizational change is a basic nature of state institutions and becomes a problem which is more evident now with the movement toward smaller community-based institutions. Public libraries need to involve themselves in helping to bridge the gap between the institution and the community. Presently only four of the sixteen county jails are provided with library resources through their public libraries. Interlibrary cooperation will be the future key to meeting the needs of the institutionalized.

Education for Librarianship

In Massachusetts only one graduate level library science program, offered by Simmons College School of Library Science, is accredited by the American Library Association. In September, 1973, the School of Library Science also instituted a program for professional librarians culminating in the Doctor of Arts degree.

The Master in Education with a concentration in media technology and/or school librarianship is offered by Boston College, Boston University, Bridgewater and Worcester state colleges, and the University of Massachusetts at Amherst. As appropriate, these programs fulfill the Department of Education certification requirements for school librarian, audiovisual media specialist, or unified media specialist.

The Bachelor of Library Science is not offered by any Massachusetts college or university. However, Bridgewater State College and Atlantic Union College offer the Bachelor of Arts with a minor in library science designed to meet the state requirements for school library certification.

Persons who a) wish to qualify for positions in school libraries, b) seek upgrading within library systems in which they are employed, c) wish to establish eligibility as a candidate for professional certification by examination by the Board of Library Commissioners or, d) are complying with the library training requirements set forth in the minimum standards used by the Board in determining eligibility for municipalities for direct state aid grants may register for appropriate courses at: Atlantic Union College, Boston State College, Northern Essex Community College, and State Colleges at Bridgewater, Fitchburg, Framingham, Salem, Westfield, and Worcester.

In 1974, four 2-year institutions offered the Associate degree in Library Technology. As of 1977, three have discontinued the library technical assistant specialty and one is no longer accepting admissions into its program. This latter junior college, however, is considering reopening its program next year.

For the academic year 1977-78, the Board of Library Commissioners is continuing to award Minority Fellowship Grants for Graduate Study in Library Science. Funded with LSCA, Title I monies, this fellowship program was instituted by the Board in 1975 to assist and encourage minority college graduates and to promote the development of professional staff in Massachusetts libraries. Applicants must be accepted for admission to the Simmons College, School of Library Science and following graduation be willing to work two years full time in a Massachusetts library. Recipients of the grants receive full tuition and a one-year stipend.

The Bureau of Library Extension, professional associations such as the Massachusetts Library Association (MLA), the Regional Public Library Systems, and academic institutions such as the Simmons School of Library Science, sponsor regular continuing education programs for

professionals and sub-professional employees of Massachusetts libraries. Coordination of commitments such as these, and application of work developed on the national level by the "Continuing Library Education Network and Exchange" (CLENE), should result in superior continuing education programs for Massachusetts librarians over the next few years.

New Technologies for Libraries

User information needs far surpass the traditional contraints of the book-oriented library and its passive role in transferring these materials to the user. The distribution of knowledge and information relevant to all aspects of an individual's life span requires 1) the ability to find where the information and/or materials are located, and 2) the receipt of the information and/or materials in the most efficient mode possible once the individual's precise need is determined. The current development of computerized services to implement networking and cooperative activities, and to perform in-house functions, as well as the expansion of library collections to include non-book media, exemplify the attempt to better satisfy the individual's right to information.

As discussed in an earlier section, the New England Library Information Network (NELINET) provides regional access via cathode ray terminal (CRT) and telephone lines to the Ohio College Library Center (OCLC) bibliographic data base of over two million records.

The sources for these bibliographic records are 1) the Library of Congress machine readable cataloging (MARC) tapes which are capable of containing bibliographic information for all types of book and non-book materials and which will ultimately include all of the Library of Congress' annual cataloging and 2) the original cataloging input from OCLC and affiliate members. This centralized cataloging and card processing, as well as the data base's uses for cooperative acquisitions and interlibrary loan, provide financial benefits to the member libraries and, more importantly, quicker access for the user. In addition to OCLC, other networking systems are developing throughout the United States, offering similar and expanded services.

Automated on-line circulation systems developed and installed by commercial concerns and those developed in-house, provide immediate access to the current availability of materials within the library collection. These systems perform the charging transaction, overdue notification, and recall of desired items. User statistics may be generated from the data base to assist in reviewing purchasing and withdrawal policies to meet identified patron demands. By coordinating these systems among libraries, better interlibrary loan service may be provided.

The traditional card catalog is also being usurped by the new technology. The continual maintenance of the card catalog, its space requirements, and prohibitive costs in duplicating cards for branch and other libraries, hamper effective user access to the collection. The computer-produced book catalog and the easily duplicated COM catalog (computer output microform), may be amended and updated easily and widely disseminated, while providing expanded user access.

The conventional format of the library collection is the printed hard copy, be it book, journal, newspaper. However, libraries affected by space restrictions, inflation, shrinking materials budgets, and the need for conservation of materials, have found an alternative in microform.

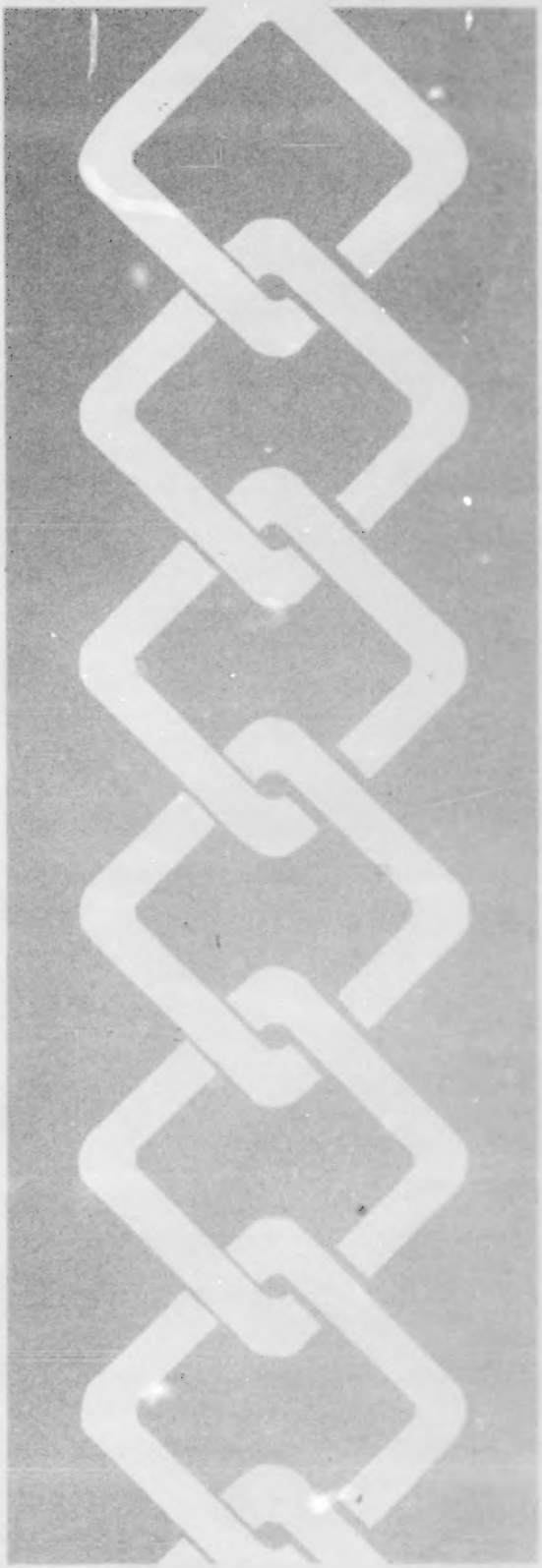
Although microform production is primarily centered on back volumes of journals and periodicals, microform publishing of original work and extensive bibliographic projects such as ERIC (Educational Resources Information Center), are now prevalent as reduction techniques and equipment are refined. Ultra high reduction rates can produce entire libraries in 4-inch by 6-inch drawers. As discussed above, COM catalogs are available as well.

Microforms, however, are not without their drawbacks. Poor quality of the microformats and the need for special equipment to utilize these formats provoke user resistance. The lack of

bibliographic control for these items is exacerbated by a lack of descriptive cataloging and/or classification by the holding library, or by inadequate indices supplied by the publisher; lack of bibliographic control in turn negates user access since "browsing" the library collection is often no longer feasible.

The audiovisual formats - audiotape cassettes, phonograph records, films, filmstrips, videotapes, radio, television and the like - have expanded the capabilities of libraries, particularly those in schools and community colleges, for active participation in the educational process. Within libraries, audiovisual formats are uniquely adapted to those individuals for whom the printed word poses difficulty because of educational backgrounds, cultural differences, learning disabilities or physical handicaps. Technological advances and improved communication devices for the handicapped, such as teletypewriters (TTYs) and reading machines, are also being installed in library facilities.

Commercial, non-profit and government information services are providing on-line bibliographic and research access to machine readable data bases in science and technology, the humanities, and the social sciences. Through the development of a search strategy, the user can identify the relevant citations and abstracts from the millions contained within the data base(s). Generally a fee is charged to cover the expenses of connect time to the data base, telephone costs, and the print-out of desired citations. Through networking, the operating costs for maintaining and searching large data bases can be distributed over many users, and locally, more specialized services provided to users.



User Needs Which Can Be Met By Libraries

For some time, we have all given lip services to the need for a user oriented long range library program. Actually producing such a document turns out to be a rather formidable task. One of the few helpful planning documents is the *Proceedings of a Conference on the Needs of Occupational, Ethnic, and other Groups in the United States* by the National Commission of Libraries and Information Science. The Conference was held in Denver in May 1973.

The Introduction to the *Proceedings* suggest two reasons why it is difficult to determine library needs of the people.

> One reason, perhaps, is that needs for information or for the kinds of services that libraries and information centers provide are inherently elusive - difficult to discover and express. Unlike the need for food, which is biologically determined, insistent, and for the most part independent of social or economic context, the need for library and information services is very much a function of one's social context and is created in part by the capacity of organizations to fulfill it. The availability of information does not necessarily fulfill the need for information; it may, in turn, create new needs for more information.
>
> A second possible reason for the lack of solid information on the needs of people is that they can be so easily confused with the needs of the institutions intended to serve them. Searches of the literature in needs for library and information services turn up relatively few publications oriented to user needs, as such. They turn up many more that are oriented to the needs of libraries and information centers as institutions. This is not to say that either the authors of the published papers, or the institutions that serve information users, are insensitive to needs. It does suggest, however, that it is easier to be explicit about what an institution needs than about what users and potential users need. Being explicit about the needs of a given user population requires continuous, systematic, and sensitive contact with that user population. Most information institutions do not have the resources, or the determination to achieve that kind of contact.

The fact that we are commencing a five-year extension of the LSCA program partly influenced our decision to try a new format at this particular time, but an even more compelling reason is the approaching Governor's Conference on Libraries and Information Services.

Two thirds of the participants at the Conference, planned for the spring of 1978, will be lay people. It is essential that conference attendees be aware not only of the current library situation but that they be knowledgeable concerning the potential of libraries. They need information concerning user needs to which libraries could be responsive provided the necessary monies are available and the persons who administer and operate libraries understand and provide for the needs of individuals and groups.

It is our hope that this document can serve as a base for planning by librarians and governing officials at all levels in Massachusetts.

Children

Literacy, defined as the ability to read, write, understand, and integrate information, is central to educational achievement and thus essential to our efforts to produce an enlightened public.

Inability to read fluently not only inhibits the effective operation of our political system, but contributes substantially to our social and economic ills. Though the inability to read does not directly cause these ills, it is a significant contributing factor, and one which can be eliminated. Our nation has achieved almost universal school attendance; it is now necessary to turn attention to quality in education by focusing on the one school child out of every four who suffers serious reading difficulties.

Children tend to become good readers when they grow up in a stimulating environment: a home with books and parents who read with children; access to libraries with a wide variety of instructional materials and children's books. Our present efforts to create this stimulating environment are not adequate. Far too small a percentage of the school budget is spent on classroom instruction and school library/media center materials. Nationally, less than half of our elementary schools have a central library; more than one hundred schools in Massachusetts still have no media center. Few of our public libraries offer adequate library programs for children. A goal of universal literacy is unrealistic unless we make the materials necessary to stimulate and develop the reading habit available to all children.

Realistic programs to stimulate reading must have parental and community support. Most agree that the child's intellectual and cognitive capacity is largely established by age three, before most enter a classroom. Even then, only 10.6 percent of a child's time is devoted to formal schooling. Parents, like it or not, have a role as educators; the only question is how well they educate. The home environment may stimulate the child's sense of self, his interest, his perception, his desire to experiment - or it may suppress these qualities. Parents may encourage the skills associated with reading and cognitive activity or they may provide no inspiration, or even stifle incentive.

While this influence of parents on learning may be compared to that of teachers, most parents are completely untrained in supporting school learning, and have no way to get training and understanding for their role if they want it. The need is especially critical for families that are poor or otherwise disadvantaged; yet there has not been an adequate effort to help them with child rearing and enrichment.

In an article entiled "Library and Information Needs of Young Children" the characteristics and circumstances of early childhood are explained as follows:

> Because children are almost totally dependent on adults for the satisfaction of their needs, and because most adults assume that it is their prerogative to define what those needs are, the library and information needs of children, especially young children, fall into two categories. Parents and other adults concerned with children have a vast need for information on child development, educational theory and practice, nutrition, and the health, environmental, social, intellectual, cultural, and media needs of children. Children need materials that will stimulate physical, emotional, and mental growth.
>
> Learning is a continuous process beginning from conception. A child reaches out to explore his environment with all of his senses. It is impossible to separate his intellectual and emotional development from his physical development. Play materials are part of the information needs of children. Manipulative materials are "media" through which the

> young child derives certain kinds of information in the same sense in which books and films are media through which older children and adults derive other kinds of information. As the child discovers, manipulates, experiences, and tests his environment through play, he acquires self-confidence and a sense of mastery over himself and his surroundings; he learns how to reason, to solve problems, to think. The chief business of childhood is processing information: acquiring, organizing, classifying, conceptualizing, and communicating experiences; in that sense, the library and information needs of children are limitless. They include all forms of media, at a great diversity of levels, on all topics, print and non-print, traditional and unconventional: books, pictures, films, filmstrips, slides, records, tape cassettes, television, videotape, toys, dolls, puzzles, games, animals, plants, puppets, clay, paper, crayons, paste, paint, cardboard cartons, realia of all descriptions, story-telling, drama, and conversations. There is also a need for appropriate environments in which to be actively involved with the materials, and for responsive adults to provide guidance in the use of the materials and mediate the children's experiences. Manipulative materials are beginning to be considered valid library resources for disadvantaged, retarded, and learning-disabled children. It is essential to recognize that all children benefit from access to such materials.[1]

From the manipulative experience of early childhood, the child enters the realm of reading, writing, computing, communicating and interacting in social circumstances. The need for a variety of experiential contexts remains to reinforce the curricular experiences of the classroom, to allow for individualized expression, and to remove the stigma attached to learning which the circumstance of schooling is prone to inflict.

As a child grows, his environment widens to include peer groups, school, and community. The resources of the community should be enlisted to support the child's learning. More public and school libraries need to work together, and in turn, cooperate with other agencies that influence children. Resources for children should be available not only in libraries, but in neighborhood groups, parks and playgrounds, shopping centers, day care centers, and hospitals. Involvement, innovation, and coordination within the community are sorely needed, to parallel the expansion of the child's physical and mental universe.

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[1]Farrell, Diane G. "Library and Information Needs of Young Children," in *Library and Information Service Needs of the Nation,* p. 143-4.

CHILDREN

INFORMATIONAL NEEDS

I. Life Supportive
- Health
- Safety
- Intellectual stimulation
- Detection of physical, mental, educational handicaps
- Nutrition
- Emotional security
- Perceptual-motor development

II. Developmental
- Mastery of self and environment
- Problem-solving/decision-making
- Exploration of abstract world of symbols, meanings, values, progressive striving for deferred goals
- Exploration of actual world of space and time, objects, animals, structures, and people

III. School-Related
- Curricular support and expansion
- Educational guidance

IV. Social Development
- Simulated career type experiences
- Communicative skills
- Family relations
- Peer relations

V. Adult Needs Related to Children
- Child development/child care
- Learning theory
- Child psychology
- Health care for children
- Materials to be used with children and methods for such use.
- Child care/advocacy services and facilities

BARRIERS IN MEETING NEEDS

I. Informational Barriers
- Indequate information available to parents on: child development, educational theory and practice, nutrition, health care, environmental, social, cultural, media needs of children
- Insufficient manipulative materials to support developmental stages of childhood
- Insufficient variety in format and reading levels of materials for parents and children
- Lack of sample materials for parents, librarians, child care specialists
- Lack of adequate organization of materials for easy access by children, parents, teachers, child care specialists
- Unattractive, forbidding or unmanageable packaging
- Lack of consolidated community information
- Lack of direct relation between immediate practical needs of users and information available

II. Personal Barriers
- Dependency on adults for the satisfaction of needs
- Lack of or widely varying levels of reading ability
- Proclivity toward emotional problems, accidents, childhood illnesses
- Variable lengths of attention span
- Variable levels of self-discipline and self-motivation
- Variable levels of development in peer relations
- Restrictions in available time due to school and peer commitments and dependency on others for mobility
- Lack of encouragement by parents and teachers
- Pressures felt by children to meet expectations of parents, peers, teachers
- Extremes of interest/comprehension levels

III. Barriers Faced by Libraries
- Inadequate number of staff trained in child development and childhood needs
- Weak relationships between programming and developmental needs
- Lack of parental interest and participation in program development and reinforcement
- Censorship in selection policy
- Lack of coordination between school and public libraries and between libraries and other agencies serving children and their parents
- Inadequate, inaccessible, and nonconducive facilities and furnishings
- Insufficient budget support in relation to percentage of use by children and their parents.
- Scheduling that conflicts with adult responsibilities which in turn affects child's ability to attend programs
- Restrictive selection policies that limit purchase and use of audio visual and manipulative materials
- Lack of community input and input from child care specialists in design of programs for children and their parents.

Young Adults

Approximately forty million citizens of the United States - or 20 percent of the total population - are between the ages of ten and twenty; this ratio is paralleled by the 1,168,750 young adults in the state of Massachusetts.

Adolescence is a crucial and precious period of human development, and a time of competing needs. There is the need for preparation for the inevitable responsibility of adulthood, the room to experiment with lifestyles, the time to discover self. There is, as well, the need for the kind of challenging experiences which insure development rather than stagnation or mindless repetition of unrewarding tasks.

Young adults are generally treated as a "special category" of persons; the laws governing their admission into adult activities are at times an irrational accumulation of traditions, political expediency, and widespread perceptions of adolescents as infants. Adolescence is a period which is little respected by adults; "adolescent behavior" is a term frequently used in a pejorative sense.

The rationale for such attitudes toward young adults needs to be reexamined and redirected. For a variety of reasons, including better nutritional, parental, and medical care, and better housing, children in the United States today are maturing more rapidly. Physiologically, they are reaching adulthood 2½ to 3½ years earlier than their forebearers did one hundred years ago, and two years earlier than their grandparents born at the turn of the twentieth century.

Yet, while youth are maturing faster, the average age at which they are allowed to assume adult responsibilities seems to be increasingly delayed. Thus the physical maturity of adolescents gives them the capacity to engage in many activities on a par with adults. And more of them seem to be choosing to exercise this capacity where they are allowed - as in certain types of athletics - as well as where society discourages - as in sexual activity and use of drugs.

This seemingly premature sophistication contrasts sharply with the popular conception of adolescents. The books which are avidly read by young people deal with adult subjects. Many of the social activities which used to be popular in high schools, such as proms and other dances, seem to have found new popularity among junior students while losing their appeal for older youth. The consistently large number of children born to teenagers reflects a sophistication of experience, as does the extensive participation of youth in activities which manifest a concern for the general quality of life. Perhaps most significant is the fact that today's adolescents have proclaimed their own culture - a youth culture or counterculture - which they see as largely separate from and superior to that of adults.

While one may question the extent of this reality, the self-conscious character of this culture is evidence of increased experiential maturity. While evidence from psychological studies is not conclusive, recent findings seem to indicate a questioning of the prevailing wisdom that adolescents are not capable of a more stable, mature outlook on life than either society or the schools encourage.

The treatment of adolescents in schools is similar to that they receive in the rest of society; in fact, schools are the primary institutions for the age grouping of youth. For most of each working day, adolescents are physically isolated from the rest of the community in structures where at least half - those under seventeen - must remain by law. Within the schools themselves, one finds the most comprehensive age grouping ever developed in society. Although there are teachers and administrators who represent different age groups, they are engaged in activities fundamentally different from those of students.

From the adolescents' point of view, life in school seems to be predicated on a judgment that they cannot be trusted to take care of themselves. Schools have had in the past, and continue to have, a custodial style largely because they are seen as custodial institutions by much of the general public. Adolescents are children who are to be kept off the streets and out of the labor market. Within the school the student is given limited options about how to spend his or her time, with little freedom for the kind of social peer experience that young people strongly desire. A single pattern of behavior is rewarded - that of academic excellence, the hallmark of which is more often obedience than independent thought. Perhaps most enervating is the system of rules and procedures which dominate in school life, and which the adolescent has seldom had an opportunity to participate in developing.

Since formal schooling has come to dominate the "adolescent experience" in the United States, there is often a resultant isolation from adults and adult experiences. Adolescents need to learn what it means to be a functioning member of contemporary American society. This may be especially important for the increasing numbers of youth who are completing their physical and, quite probably, intellectual and emotional development earlier than their grandparents. The efforts usually begun during the adolescent years at determining lifestyles, careers, and world views seem to be improved by exposure to and experimentation with various ways of assuming and relating to "adult" roles and responsibilities. In a society where social roles are increasingly fluid and diverse and where change is becoming the only constant, stability in the society and psychic security for youth may result from more experiences among the generations than all-day schooling now permits.

Out-of-school learning experiences seem to offer a great potential for individual cognitive and affective development. Learning from and in the community can supplement, integrate, and substantiate scholastic knowledge by putting it to use or testing it. Such benefits are in no way limited to nonacademically oriented youth. Self-reliance, personal responsibility, confidence in one's own judgment, and effective action skills have to be demonstrated, practiced, and then achieved.

No single institution, including the high school, can provide the diversity of experiences necessary to meet adequately the widely varying abilities, needs, interests, aspirations, and learning styles of adolescents. Only the wider community, reflecting the diversities of the general population, has the flexibility and human and material resources to provide learning situations diverse in both content and style.

Involvement of adolescents in various community activities - whether it be through working, investigating local social problems, or utilizing community information facilities such as libraries - can place youth in meaningful contact with people of a wide range of ages, interests, backgrounds, and professions. Such interactions outside the paternalistic child-adult relationships in the schools can lead to the development and/or refinement of skills in human relations, as well as to a clearer perception of one's place in and relationship to society as a whole. The benefits of such contacts and interactions do not accrue only to adolescents, however. The inclusion of young adults in activities outside the school enables the community as a whole and as individuals, to become much more actively involved in the education of their youth. Ideally, an increase in substantive interactions between adolescents and older people will weaken mutual stereotypes and enable everyone to be seen as a teacher of some kinds of knowledge and a learner of others.

YOUNG ADULTS

INFORMATIONAL NEEDS

I. Life Supportive
- Community organization and services
- Legal rights and responsibilities
- Consumer information
- Health care
- Money management

II. Developmental
- Intellectual stimulation
- Psychological stability
- Philosophical realization
- Perceptual-motor skills: writing, computing, coping, reading
- Emotional back-up
- Family/peer relations
- Decision-making/problem-solving

III. School-Related
- College and vocational preparatory and entrance information
- Curricular support and expansion

IV. Social Development/Recreation
- Audio-visual media
- Entertainment
- Leisure activities
- Cultural enrichment

V. Accomplishment Skills
- Hobbies
- Mechanics
- Carpentry
- Crafts
- Sewing
- Sports

VI. Vocational and Career Guidance
- Career guidance
- Job placement
- Volunteer opportunities

BARRIERS IN MEETING NEEDS

I. Informational Barriers
- Insufficient diversity of format and reading levels of materials
- Lack of use of multimedia approach to topics
- Insufficient number of copies of high interest materials
- Lack of adequate organization of materials for easy access
- Limitations in access and information that has never been and will never be published
- Lack of sufficient material at variable reading levels in: occupational guidance, daily living skills, legal and consumer information, curriculum support
- Lack of sufficient materials to span extremes of interests and comprehension levels
- Censorship of materials deemed to be "unsuited" for adolescents
- Insufficient access to materials that support and expand upon school assignments
- Non-integration of collections that are organized around designated users
- Lack of appropriate guidance in the use of materials

II. Personal Barriers
- Confusion as to identity and level of maturity
- Pressure to meet the expectations of parents, teachers, peers, other adults
- Extreme variability of interest and comprehension levels
- Limitations in time due to school, home, job and peer commitments
- Failure of parents to encourage and demonstrate library use.
- Limitations in mobility-lack of proximity to library; library located in a relatively dangerous area that discourages walking to and from the building
- Emotional, psychological, physical instabilities.
- Negative perception of "institutions"
- Inability to relate problems to lack of information or education
- Insecure in own ability to achieve
- Inability to articulate needs, interests, abilities
- Tendency to assume that what is wanted will not be available
- Presumption that all needs must be met immediately
- Psychological barriers that result from legal restrictions and regimentation of school and or home environments

III. Barriers Faced by Libraries
- High rate of theft
- Insufficient number of staff who understand developmental needs and interests of adolescents
- Lack of coordination between school and public libraries and between libraries and other agencies serving young adults
- Inadequate, inaccessible and nonconducive facilities and furnishings
- Rules and regulations which discriminate against, or seem prohibitive to young adults
- Failure of teachers to encourage and demonstrate library use
- Staff and community hostility to young adults
- Delays in getting information requested to young adults
- Lack of budgeting recognition of young adults as a priority for library service
- Narrow perception of the role of library which reinforces institutional autonomy
- Inflexible or inconvenient scheduling
- Inadequate provision for outreach services
- Inadequate and inefficient methods for publicizing programs for young adults
- Lack of young adult input in design and operation of programs
- Difficulty in keeping collections and programs apace with changes of YA interests.

Adults

More than half of the residents in Massachusetts are between the ages of 20 and 65; this parallels the national statistics of age distribution. According to the 1970 census statistics for Massachusetts, of the persons 25 years of age or older, the median school years completed is 12.2, a slightly higher figure than the national median of 12.0. A comparison of the state percentages of educational levels with national figures is as follows:

Level of Attainment	Massachusetts	United States
No formal schooling completed	1.8%	1.5%
No formal schooling beyond 8th grade	20.8%	24.0%
No formal schooling beyond 12th grade	53.8%	51.2%
Finished one to four years of college	17.9%	19.1%
Finished five or more years of college	5.7%	4.2%

These educational statistics parallel the occupational distributions reported which indicate that approximately 24 percent of the persons employed in Massachusetts work in professional, technical, managerial or administrative capacities, while the remaining 76 percent work in positions such as salespersons, clerical workers, craftspersons, foremen, transport equipment operators, laborers, service workers, and private household workers. The national statistics vary slightly: 21.95 percent in the former case, and 78.05 percent in the latter case.

Massachusetts shows a somewhat higher median family income of $10,835 than the national figure of $8,486. The comparison by income brackets is as follows:

Income Bracket	Massachusetts	United States
Less than $5,000 per year	13.67%	28.46%
$5,000 - $9,999 per year	30.26%	30.91%
$10,000 - $14,999 per year	30.89%	23.01%
$15,000 - $24,999 per year	19.55%	13.65%
$25,000 or more per year	5.63%	3.96%

Adults need a variety of resources in order to flourish culturally, socially, physically, financially, politically, and spiritually. The quality of life is related to the excellence of availability of such resources. Among those resources is information. The word "information" as used here includes not only facts and data, but also ideas and the products of man's creative endeavors. It is the responsibility of a democratic society to provide each individual with adequate access to informational resources to serve his needs.

During the past decade in every community, agencies serving human needs have proliferated, fragmenting the informational resources designed to fulfill the public's needs.

In considering adults' current resource needs, most communities will require a system providing coordinated access to the information resources within the community. Coordinated access means that from whatever point an individual enters the community's configuration of resource agencies meeting human needs, that person will be efficiently directed to the appropriate service agency.

In addition to access, adults need a reliable information delivery system. Information delivery can be truly effective and complete only when it serves the concerns of each individual and group.

Active and reliable agents are needed in the community to channel people to the sources that will meet their needs. Such personal assistance requires people-oriented agents equipped through ability, experience, and education to analyze a variety of human problems in order to meet the requirements of individualized service. In addition, such assistance involves the responsibility to provide means for effective use of all available resources, i.e., individual guidance and continued communication with the client and/or referral source.

People need access to factual, educational, cultural, and recreational materials produced formally or informally in all media. The "cannot read," "can barely read" or "just do not like to read" groups in our society are so large that no truly democratic information system will be possible without extensive use of non-print media.

People also need access to information that has never been published and never will be published, such as the names and addresses of groups in the community or the names and addresses of experts willing to share their skills. This information changes rapidly and is often difficult to find at any particular time.

Just as it is impractical and impossible for individuals to collect the many different materials they may need at various times in their lives, it is equally impractical and impossible for an agency to assemble all that is necessary to provide adequate information services. Consequently, in order to coordinate the needs and resources of the community, interagency relations should be developed.

ADULTS

INFORMATIONAL NEEDS

I. Life Supportive
- Consumer information
- Child development and psychology
- Repair and maintenance of life support systems
- Educational opportunities
- Community services
- Health care and services
- Nutrition
- Budgeting
- How-to-do-it instructions
- Housing
- Insurance
- Religious services
- Day care

II. Developmental
- Reading, writing, speaking, computing skills
- Adult basic and remedial learning
- Continuing education
- Interpersonal relations (family, peer, etc.)
- Legal rights and responsibilities/ citizenship /local government
- Emotional security, self-assurance
- Problem solving/decision-making
- Psychological counseling

III. Vocational and Career Guidance
- Career guidance
- Simulations and information related to occupational traits which present alternative career choices
- Job placement and retraining programs
- Volunteer opportunities
- Technical/vocational training
- Skills and interest assessment
- Work related laws and regulations
- Industrial economic and professional developments
- Research connected to various occupational fields
- Pre-retirement information

IV. Recreational
- Cultural opportunities
- Recreational and entertainment facilities
- Audio visual materials
- Hobbies, sports, crafts

BARRIERS IN MEETING NEEDS

I. Informational Barriers
- Insufficient diversity of format and reading levels of materials
- Lack of organization for easy access
- Lack of standard classification scheme for unusual non-print items
- Non-integration of collections that are organized around designated users
- Lack of methods for judging accuracy, currency, and authority of information
- Ambiguities of language that may result in misinformation
- Unattractive, forbidding or unmanageable packaging of information
- Cultural, sexual or other bias in information
- Packaging or format nonconducive to individual use
- Lack of consolidated community service information
- Lack of information in areas of occupational guidance, daily living skills, legal and consumer information
- Lack of access to information that has never been and will never be published
- Lack of direct relation between immediate practical needs of adults and information available
- Unreliable and time-consuming delivery systems

II. Personal Barriers
- Negative perception of library as institution
- Inability to relate problems to lack of information or education
- Lack of basic skills in reading, writing, computing
- Lack of knowledge of available resources
- Tendency to rely on informal information channels such as friends, family, co-worker, etc.
- Family, job, school and peer responsibilities which restrict schedule
- Acceptance of status quo
- Anti-intellectualism
- Tendency to give attention and energy to least demanding activities such as watching television
- Insufficient or invisible incentives to pursuing new or alternative opportunities
- Tendency to assume materials will not be there
- Preference to buy own materials rather than borrow resources

III. Barriers Faced by Libraries
- Prohibitive costs in purchase, retrieval, and sharing of resources
- High rate of theft
- Extremes of user capabilities, interests and occupational orientation
- Lack of appropriate and accessible space
- Time-consuming procedures in processing, retrieving, delivering information
- Limited long range planning and systematic assessment of library effectiveness.
- Narrow perception of role resulting in institutional autonomy
- Lack of coordination and cooperation between libraries and between libraries and community service agencies and business and industry
- Inadequately trained, insufficient staff
- Scheduling that is inflexible or inconvenient for adults
- Fear of new technology
- Union, civil service regulations that sometimes diminish flexibility in hiring, working hours, etc.
- Lack of adequate readers/learners advisory services
- Lack of community input in program design
- Rules and regulations that intimidate or discourage adults

Elderly

According to the 1970 census, one in every 10 persons is 65 years of age or older. Massachusetts reflects the national statistic. The aging are characterized by lower formal educational attainment than the younger adult population. Approximately 60 percent of those over 65 have completed 8 years or less of formal education, compared with about 25 percent in the 14 to 64 age group. One-fifth of the aging are regarded as functionally illiterate. The level of educational attainment in the 65 plus age will rise as the present population of better educated individuals age.

In 1969, approximately 71 percent of the men and 88 percent of the women 65 years of age and older in Massachusetts were not in the labor force. Nationwide, the figures are slightly higher with 74 percent of the men and 90 percent of the women not in the labor force. Although it is very possible that the percent of employed will rise in the future, it is doubtful that there will be a major change within the next five years. While 8.6 percent of the general population was listed as living below the poverty level in 1969, in Massachusetts, for persons 65 and over, it was 18.8 percent. The aging therefore can be said to have greater leisure time available and reduced income. Most of them depend upon relatively fixed incomes which are vulnerable to inflation.

In Massachusetts in 1969, about 35 percent of the aging were married and living with their spouses; 27.4 percent of the aging lived alone or with non-relations, and 7.9 percent lived in institutions.

Survival issues - income and employment, health care, transportation, housing, nutrition - are the central concerns of the aging.

A list of needs of older persons generated by attendees at the 1971 White House Conference on Aging follows:

1. To insure self-sufficiency/survival, health and economic well-being
2. To exercise aesthetic and physical senses, to express the richness of one's talent
3. To be of use, service to others - to make contributions of one's energies and abilities
4. To maintain a sense of power, impact on one's surroundings and circumstances; to remain effective and responsible in interpersonal or political activity.
5. A unique "culminating" need to rise above one's physical/economic limitations to enjoy social and mental sources of pleasure and self-respect which transcend temporal circumstance.

Services which libraries can provide:

1. Opportunities for the aging to obtain relevant life-long education and learning.

2. To extend public awareness and understanding of the education needs of older persons and encourage public support and participation in providing essential service.

3. To identify and make available existing information about the education needs of the elderly as well as pertinent data related to policy, programs, and other resources.

4. To insure opportunities for all older persons to acquire skills and information needed for decision-making and for coping with daily and special tasks in order for them to maintain their independence and their continuing participation in family and community affairs.

5. To provide opportunities for older persons to work and/or to serve as volunteers in library activities.

6. To "reach the unreached" - to locate older persons in need of information, education and related services and to help them obtain needed information and service, giving special attention to minority cultural groups and/or socially isolated older persons.

7. To expand and improve library delivery systems including home-based and community-based programs and use of media, giving special attention to older persons who are physically handicapped and/or in hospitals, nursing homes, and correctional institutions.

8. To identify existing resources and generate additional resources needed in developing and improving library programs, activities and services for the elderly.

9. To encourage and support the shared use of facilities, services, equipment, personnel, wherever feasible for economy and for easy accessibility of services.

10. To help children and young adults understand older persons and the process of aging and also to appreciate the elderly and their contributions to society.

11. To encourage the involvement of young people in library programs and activities for and with the elderly.

12. To provide developmental and technical assistance upon request to assist government agencies and groups in the private sector in their efforts to provide educational opportunities and related services for older persons.

13. To strengthen cooperative relationships with other agencies and with organizations in the private sector in order to expand education-related services and resources for older persons.

14. To provide an adequate and competent body of professional and support personnel to meet the man-power needs of programs and services for the elderly.

ELDERLY

INFORMATIONAL NEEDS

I. Life Supportive
- Health care
- Housing
- Insurance
- Transportation
- Money management
- Consumer information
- Community services
- Legal rights
- Nutrition
- Income opportunities
- Aid for physical handicaps (e.g. visual impairment, paralysis, deafness, etc.)

II. Developmental
- Adult basic education
- Coping skills
- Information on physical, psychological and emotional difficulties of aging, and how they can be minimized
- Portrayal of the positive image of aging

III. Vocational and Career Guidance
- Pre-retirement information
- Volunteer opportunities
- Employment opportunities
- "How-to" translate occupational skills and interest into recreational activities

IV. Recreational
- Opportunities for continuing involvement with and participation in community affairs
- Opportunities for interaction with peers, as well as heterogeneous age groups
- Leisure activities: crafts, sports, hobbies, travel, reading, volunteer programs

BARRIERS IN MEETING NEEDS

I. Informational Barriers
- Insufficient diversity of format and reading levels of materials
- Lack of organization for ready access
- Lack of standard classification scheme for unusual non-print items
- Limited access to information in special format such as large print books, talking books, brailled materials, videotape, etc.
- Ambiguities in language that may result in misinformation
- Lack of method for judging accuracy, currency, and authority of information
- Unattractive, forbidding or unmanageable packaging of format of information
- Bias based on age implicit to informational materials which reinforces negative image of aging
- Lack of consolidated community service information
- Lack of sufficient information in specific areas of legal and consumer information, daily living skills, health care, adult basic education
- Lack of access to information that has never been and will never be published
- Lack of direct relation between immediate practical needs of users and information available

II. Personal Barriers
- Isolation through institutionalization, confinement to home, nursing homes, etc.
- Variable sensory-motor capabilities
- Reliance on others for mobility and satisfaction of needs under some circumstances
- Lack of basic skills in reading, writing, computing
- Lack of faith in own ability to learn
- Fear of being misunderstood or of failing
- Lack of knowledge of information available
- Tendency to rely on informal information channels such as friends and family
- Lack of financial resources for transportation, fees for formal instruction, etc., due to lowered fixed income
- Association with group that lacks visibility
- Fear of people from other age groups
- Loss and/or no sense of participation
- Varying attention spans
- Extremes of comprehension levels
- Tendency to stay with established routines

III. Barriers Faced by Libraries
- Difficulty in reaching elderly who are confined or unaware of library services
- Extremes of physical and mental capabilities of elderly and its effect on library collection/services
- Lack of appropriate and accessible space
- Lack of budgetary recognition of elderly as priority service group
- Narrow perception of library role that results in institutional autonomy
- Local government resistance to appropriating funds to serve "low visibility" groups
- Inadequately trained and insufficient staff
- Inadequate provisions for "off-the-desk" outreach time
- Inadequate provision of materials in special formats, or equipment to use materials in traditional formats
- Lack of staff training opportunities
- Lack of cooperation with other agencies serving the elderly
- Fear of new technology
- Lack of adequate readers/learners advisory services
- Lack of input from the elderly in program design and operation
- Prohibitive costs in purchase, retrieval, and sharing of resources

Barriers to Meeting Needs Produced by Special Circumstances

A library provides an information system which offers knowledge, pleasure, and training through its various services. The information may help individuals gain greater professional success, perform better as citizens or act as more effective members of a family, group, or community.

The blind, deaf, physically handicapped, institutionalized, and disadvantaged have the same informational needs, and are subject to the same barriers to satisfying their needs, as all persons. They are, however, by virtue of their physical, geographical, economic, or ethnic circumstances, confronted by additional barriers which frustrate or negate attempts to meet their needs. Traditionally, these groups have lacked the "visibility" to effect any substantial break-down of these types of barriers.

These "special" groups of users are often prevented from utilizing library services as they are traditionally delivered because of such things as architectual barriers, low income, lack of transportation, or language barriers. While many "special" users are living at home, others in this category reside in state, county, community-based, or private institutions; seldom are they unrestricted in their activities as a result. Others in this group are unable to use materials in traditional formats and/or are in need of special equipment in order to use conventional materials.

The low-income and the unemployed are often without financial means to enable them to seek out new or different employment opportunities, to participate in recreational programs, or to pay for educational or vocational training. Moreover, low income is frequently the manifestation of more fundamental handicaps such as inadequate education and a fatalism bred by repeated failure to break out of the poverty cycle. People who have been trapped in the poverty culture all their lives are not only convinced of the impossibility of escape, but also fail to perceive their problems as information needs. When they do realize that information is required to resolve a problem, they do not seek it from an institution such as a library, which is associated in their minds with a negative image of authority.

People who have come to Massachusetts from other countries or from Puerto Rico frequently share this suspicion of the library, and are unfamiliar with the concept of free public library service. While their informational and educational needs are especially acute, their limited or non-existent ability to communicate and receive information in English poses a particularly strong barrier.

The awareness of these and other special circumstances which obstruct the information process is necessary in order to effect the full integration of library services to these groups with the complete range of library services.

BARRIERS TO MEETING NEEDS PRODUCED BY SPECIAL CIRCUMSTANCES

BLIND AND PHYSICALLY HANDICAPPED

- Lack of sufficient information on how to minimize the difficulties of physical handicaps
- Lack of special formats for information such as large print, brailled materials, talking books, TTY's, magnifiers, etc.
- Inaccessibility to and within facility due to architectural barriers
- Program and services format that limit participation of handicapped persons
- Insufficient materials and programs to "mainstream" handicapped persons-allow them to interact with all other users
- Prohibitive costs of materials in special formats
- Limited mobility due to some types of handicaps
- Negative attitudes of library staff and community toward the handicapped
- Lack of appropriately trained staff
- Lack of variability of reading ability
- Unwillingness to admit need for special formats of information
- Loss of or no sense of participation
- Possible lack of basic comprehension skills
- Lack of coordination with other agencies serving the handicapped
- Lack of staff training opportunities
- Inadequate promotion of services to the handicapped
- Insufficient budget support relative to high cost of services
- Traditionally "low visibility" of handicapped

DISADVANTAGED

- Inability to communicate directly with service agencies/institutions
- Insufficient diversity of format, readibility, language
- Necessity for an interpretor/translator or tutor in order for information to be understood
- Lack of basic skills in reading, writing, computing, speaking
- Isolation within own culture or subject to limited financial resources
- Membership in groups that lack "visibility" and thus tend not to be seen as priorities for service such as the rural poor, migrants, limited English-speaking, unemployed, ethnic minorities, etc.
- Lack of cultural/social diversity of staff
- Lack of proximity to disadvantaged persons
- Lack of cooperation with other agencies serving the disadvantaged
- Lack of transportation, child care services, delivery services, etc. which enable disadvantaged persons to use library materials and services
- Lack of sufficient materials on life supportive topics, occupational guidance and training, legal and consumer information
- Lack of understanding and fear of people from different backgrounds which affects staff and members of community

INSTITUTIONALIZED

- Censorship of materials from Institutionalized
- Insufficient emphasis on legal materials and materials at the Adult Basic or remedial level which include the areas of occupational guidance, coping skills, life-supportive information
- Isolation from community at large and from other residents when under disciplinary confinement, special medical or psychiatric treatment, etc.
- Possible emotional/psychological instability
- Possible sensory-motor problems
- Reliance on others for satisfaction of needs and mobility
- Fear of being misunderstood or failing on the part of institutionalized persons
- Association with group that lacks "visibility" and thus diminishes their service priority
- Insufficient or invisible incentives to pursuing new or alternative life styles or opportunities
- High theft rate in institutions
- Difficulty in libraries reaching the institutionalized and sometimes in identifying institutions themselves
- Frequent changes in institutional administration
- Inadequate or diffused institutional budget
- Community and staff hostility towards and fears about some types of institutionalized persons
- Narrow perception of library role which precludes institutional services
- Inadequate delivery systems
- Transient nature of institutionalized

Barriers to Network Operations

In formulating a national information network, the National Commission on Libraries and Information Science (NCLIS) has defined the scope of individual state responsibilities as follows:

1. Create a statewide library and information network and coordinate access mechanisms to the resources of the region;
2. Engage in funding programs to meet local requirements for materials and information;
3. Develop means for erasing artificial barriers to cooperation.

However, the Commission has identified existing barriers to cooperation at all levels which must be addressed prior to the development and implementation of cooperative activities:

1. Education in the need for cooperation and its benefits;
2. Current unstable and insufficient funding levels;
3. Jurisdictional problems particularly where local tax monies are to be used;
4. Lack of standards and guidelines for network development;
5. Restricted or unequal access to special collections of materials in federal and private sectors;
6. Greater professional awareness of new technology and its use;
7. Lack of a national bibliographic data base, other than the Library of Congress;
8. Inadequate public knowledge about the existence of available resources.

A recent survey of Massachusetts libraries - public, academic, special and school - conducted by the Bureau of Library Extension during the summer of 1977, supported these barriers identified by NCLIS. Networking seems to be synonymous with a need for additional funds and staff to implement cooperation. Prohibitive costs and lack of staff were the most commonly cited barriers by all respondents to the survey. Inability to obtain funding supported the cost barrier from the public, academic, and school library communities. Lack of staff seems particularly critical to school library respondents, in whose case current maintenance of services relies heavily on paraprofessional and volunteer staff.

Traditionally cited barriers for special libraries, such as proprietary materials for in-house use only and primary service to designated clientele, were cited by one-third of the special library respondents. One-third and one-half respectively of the responding public and academic librarians indicated no barriers to cooperation.

The geography of Massachusetts - the Cape Cod peninsula, the islands of Nantucket and Martha's Vineyard, the Berkshires - and the population concentration in the eastern portion of the state, create unique problems in cooperation at the local and areawide levels. There is also a need to convey the benefits of networking to local officials who oversee disbursement of tax monies to public and school libraries and who may inhibit areawide cooperation. At the academic level, an equalization of net lenders (libraries which predominantly lend materials) and net borrowers (libraries which predominantly borrow materials) and/or reimbursement to net lenders, has been suggested.

Overall, survey results indicate a willingness on the part of Massachusetts libraries to cooperate, with recognition of the restrictions placed upon them by their administration and clientele. Furthermore, respondents indicated that only adequate, sustained funding and the provision of sufficient staffing will permit all types of libraries to seriously consider initiating and expanding cooperation throughout the state.

BARRIERS TO NETWORK OPERATIONS FACED BY MASSACHUSETTS LIBRARIES
RESULTS OF A 1977 INTERLIBRARY COOPERATION SURVEY

INSTITUTIONAL	INFORMATIONAL	TECHNICAL	OTHER
Lack of Need	Lack of Communication	Prohibitive Cost	Nonavailability of a Local Cooperating Group
Inability to Obtain Funding	Lack of Expertise and Information	Incompatibility of Computer Systems	Poor Performance of Other Groups with which they are Acquainted
Lack of Staff	Lack of Knowledge of Unmet User/Nonuser Needs	Non-Standardization of Network Development	
Geographically Isolated		Non-Standardization of Library Procedures eg., cataloging, circulation	
Proprietary Materials that Cannot be Shared			
Lack of Administrative Support			
Administrative Difficulties e.g., legal, institutional autonomy, jurisdictional			
Endangering of Service to Primary Clientele			
Insufficient Local Resources			

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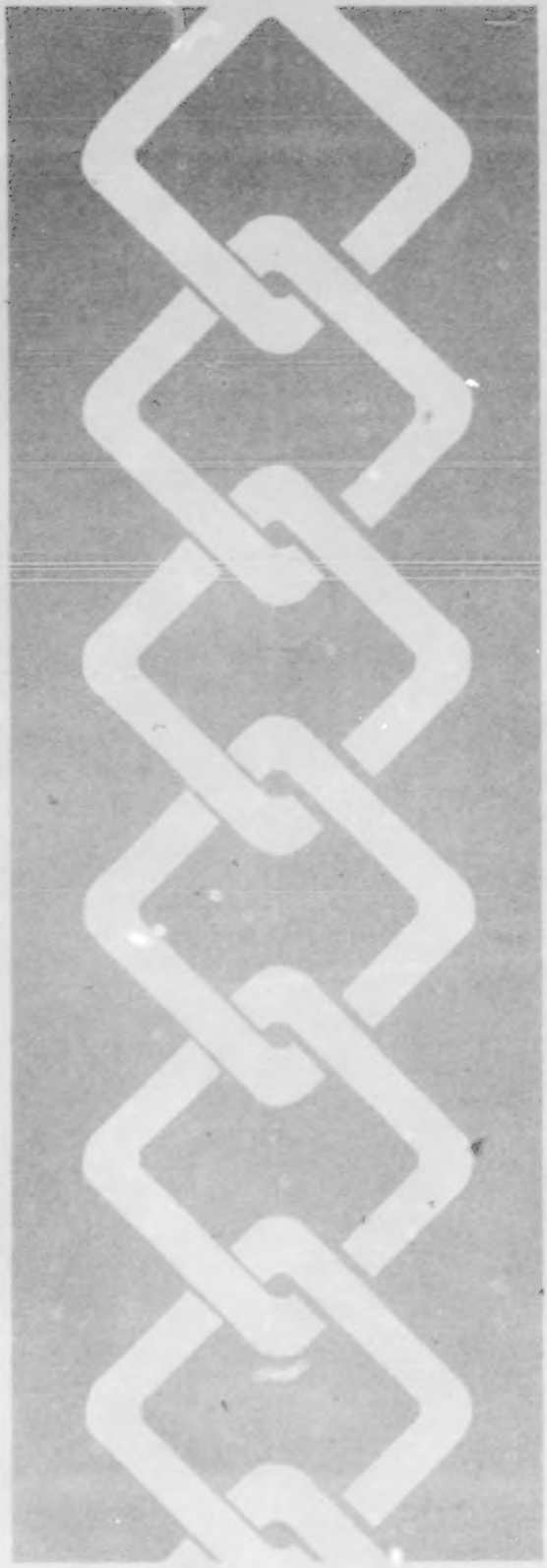

Goals and Sub-Goals for Meeting Needs

Over-all Goal for Meeting Needs

To provide every resident of Massachusetts with equal opportunity of access to that part of the total information resource which will satisfy the individual's educational, working, cultural and leisure-time needs and interests, regardless of the individual's location, social or physical condition, or level of intellectual achievement.

Library Goals for Meeting Needs

Children

Goal I: To create and implement a long-range plan of library service which is responsive to the physical, emotional, social, and cognitive growth and well-being of children.

Sub-Goal A: To conduct community analysis and needs assessments which include identification of children with special circumstances (handicapped, learning disabled, gifted, institutionalized, limited English speaking, disadvantaged); of agencies working with children; of educational, recreational, and cultural facilities available.

Sub-Goal B: To obtain input from parents and adults working with children in order to identify perceived needs, problems, and gaps in service.

Sub-Goal C: To conduct an assessment of how well libraries (at all levels and of all kinds), are responding to the needs of children as identified through the above steps.

Sub-Goal D: To promote support of the plan of library service for children by:
- Forming an advisory council of parents and other concerned adults;
- Conducting an on-going public relations effort through the media and through personal appearances before community groups, other educational institutions, parent and/or educational associations, clubs, etc.;
- Creating liaison with other agencies serving children;
- Working to increase funding for library services to children;
- Working for legislation which provides improved services for children;
- Developing measures of effectiveness and performing continuous evaluation.

Goal II: To provide qualified staff with appropriate educational qualifications and experience to effectively serve the needs of all children.

Sub-Goal A: To provide staff with education and experience in child development, children's literature, non-print media and library service to all children.

Sub-Goal B: To provide staff with skills in story-telling, creative activities, and reader development.

Sub-Goal C: To provide staff with the ability to plan and implement programs of service.

Sub-Goal D: To provide staff with a knowledge of the language of the significant minorities of the community, including the deaf.

Sub-Goal E: To provide staff that exhibit attitudes of empathy, respect and liking for children of all cultural, social backgrounds and of various levels of physical/mental development.

Goal III: To provide facilities which are physically and psychologically accessible and conducive to serving the needs of all children.

Sub-Goal A: To provide adequate facilities to house a diversity of materials and equipment.

Sub-Goal B: To allow space for both group and individual activities.

Sub-Goal C: To provide space for noisy and quiet activities.

Sub-Goal D: To create an inviting, spacious and aesthetically pleasing atmosphere.

Sub-Goal E: To develop facilities which are physically and psychologically accessible and safe for children including the physically handicapped.

Sub-Goal F: To provide for adequate work space and telephones.

Sub-Goal G: To provide furnishings which are conducive and supportive to work with children.

Goal IV: To provide the resources necessary for the developmental needs of all children.

Sub-Goal A: To establish a selection policy which takes into account the varying abilities, handicapping conditions, social, cultural and linguistic backgrounds of the children in the community; the problems posed by sexist, racist, materialistic and ethnocentric biases and the need for developing positive attitudes towards cultural pluralism, the handicapped and the institutionalized.

Sub-Goal B: To ensure that the scope of subjects covered by the collections encompasses the life-supportive, self-knowledge, cultural/ethnic identity, school-related, and other developmental needs of children.

Sub-Goal C: To provide materials in a variety of formats including books, magazines, pamphlets, art prints, audiorecordings, talking books, captioned materials, filmstrips, educational toys and games, realia, and others designed to develop the perceptual, motor and cognitive skills of children, to foster creativity, to promote a positive self-image, and to provide pleasurable experiences.

Sub-Goal D: To provide necessary and appropriate equipment for the use of materials that is safe durable and easy to maintain and operate.

Goal V: To provide library experiences for all children which will enhance their optimum physical, emotional, social, and cognitive growth, and their opportunities for social interaction and creativity.

Sub-Goal A: To provide guidance and skills development in selecting and using materials (readers' advisory, book lists, displays, book talks, demonstration of use of audiovisual, manipulative materials, reference assistance).

Sub-Goal B: To provide programs and activities such as story hours, films, puppet plays, theater, and similar events; group activities involving child participation and interaction, e.g., fingerplays, games, musical activities, crafts, pet shows.

Sub-Goal C: To extend library services to children who are unable to come to a library due to illness, handicap, distance or other factors, using mobile services, the mails, volunteer or other agency delivery systems to deliver materials and using the broadcast media and the telephone to transmit information and library programs (e.g., story hours on television, dial-a-story).

Goal VI: To provide library opportunities and resources for parents and others concerned with children to increase their knowledge of the developmental needs of children.

Sub-Goal A: To provide materials on subjects such as child care and development, parent effectiveness, learning theory, schooling, and children's literature.

Sub-Goal B: To provide services and programs which include information and referral services and activities for children in the community; instruction in child care and development; information on special problems such as learning disabilities, physical handicaps, childhood illnesses, first aid.

Young Adults

Goal I: To create and implement a long-range plan of library service which is responsive to the physical, emotional, intellectual, vocational, and social self-development of all young adults.

Sub-Goal A: To conduct community analysis and needs assessments, which include identification of youth with special situations (handicapped, institutionalized, disadvantaged, limited-English speaking); of institutions, agencies, and organizations concerned with youth; and of educational, recreational, and cultural facilities serving youth.

Sub-Goal B: To obtain input from young adults and others concerned with this group in order to identify perceived needs, problems, and gaps in service.

Sub-Goal C: To conduct an assessment of how well libraries (at all levels and of all kinds), are responding to the needs of young adults as identified through the above steps.

Sub-Goal D: To promote support of the plan of library service for young adults by:

- Forming an advisory council comprising a cross-section of the community's young adults and appropriate adults;
- Conducting an on-going public relations effort through the media and through personal appearances, in part to document the need for improved community services for young adults, and in part to attract the participation of young adults in the program;
- Creating liaison with other agencies serving youth;
- Working to increase funding for library services for young adults;

- Working for legislation which provides improved services for young adults;
- Developing measures of effectiveness and performing continuous evaluation.

Goal II: To provide qualified staff with appropriate educational qualifications and experience to effectively serve the needs of all young adults.

Sub-Goal A: To provide staff with education and experience in adolescent psychology, young adult literature, non-print media and library service to young adults.

Sub-Goal B: To provide staff with skills in booktalking, programming, reference, reader development, information and referral.

Sub-Goal C: To provide staff with the ability to plan and implement programs of service.

Sub-Goal D: To provide staff with knowledge of the language of the significant minorities in the community including the deaf.

Sub-Goal E: To provide staff that exhibit attitudes of empathy, respect and liking for young adults of all cultural, social backgrounds, and of various levels of physical/mental development.

Goal III: To provide facilities which are physically and psychologically accessible and conducive to serving the needs of young adults.

Sub-Goal A: To provide adequate housing fo a diversity of materials and equipment.

Sub-Goal B: To provide for a comfortable and informal environment and visually appealing space which is adaptable for quiet activities as well as group activities.

Sub-Goal C: To provide space for noisy and quiet activities.

Sub-Goal D: To develop facilities which are physically and psychologically accessible and safe for young adults, including the physically handicapped.

Sub-Goal E: To provide for adequate work space and telephones.

Sub-Goal F: To provide furnishings which are conducive and supportive to work with young adults.

Sub-Goal G: To provide adequate security in keeping with the nature of the institution.

Goal IV: To provide the resources necessary for the needs of young adults.

Sub-Goal A: To establish a selection policy which takes into account the varying maturation rates, interests and abilities, cultural and linguistic backgrounds of the young adults in the community; the problems posed by sexist, racist and other biases; and the need for developing positive attitudes towards cultural pluralism, the handicapped and the institutionalized.

Sub-Goal B: To establish policies which ensure young adults' access to all the resources and services they need, including audio visual equipment, data bases, and interlibrary loan.

Sub-Goal C: To ensure that the scope of subjects covered by materials available to young adults is broad enough to meet educational and informational needs, and to support the search for emotional, social and intellectual maturity; independence from parents; adult attitudes toward sex; occupational goals; satisfactory uses of leisure time; philosophy of life; and self-identity.

Sub-Goal D: To provide materials in a variety of formats, including paperbacks, magazines, pamphlets, posters, audiorecordings, talking books, filmstrips, films, video, and others appropriate for the informational, developmental and enrichment needs of all young adults.

Sub-Goal E: To provide necessary equipment for the use of materials that is safe, durable, and easy to maintain and operate.

Goal V: To provide a variety of interfaces between young adults and the resources and experiences that can assist them to achieve their developmental tasks.

Sub-Goal A: To provide information and assistance to support young adults' efforts to achieve maturity, self-sufficiency, and independence by providing:

- guidance in selecting and using materials (readers' advisory, book lists, displays, book talks);
- reference assistance; crisis intervention; information and referral;
- informal one-to-one or small group exchange of information, counselling, etc.

Sub-Goal B: To provide programs and activities such as films, concerts, speakers, career fairs; group activities involving young adult participation and interaction, such as rap sessions, arts and crafts demonstrations, performances.

Sub-Goal C: To provide opportunities to young adults for input in planning library and community services which affect them, allow constructive contribution to community welfare and encourage interaction with other age groups, eg., tutoring, delivering materials to shut-ins, helping with children's programs, working on local oral history projects, serving on a youth advisory council, and, where appropriate, on library governing boards.

Sub-Goal D: To extend library services to young adults who are unable or unwilling to come to a library due to illness, handicap, distance, reluctance or other factors, using mobile services, the mail, volunteer or other agency delivery systems to deliver materials; using broadcast media and the telephone to transmit information and programs; conducting programs in institutions, halfway houses, parks, and other places.

Goal VI: To provide library opportunities and resources for parents and other adults who work with young adults to increase their knowledge of the developmental needs of young adults.

Sub-Goal A: To provide materials on adolescent development, parent effectiveness, learning theory, schooling, young adult literature and reading interests, sociological data pertaining to young adults.

Sub-Goal B: To provide services and programs which include information and referral services and activities for youth in the community; forums on youth problems.

Adults

Goal I: To create and implement a long range plan of library service which is responsive to the physical, emotional, intellectual, vocational, and social self-development needs of adults.

Sub-Goal A: To conduct community analysis and needs assessments which include identification of adults with special circumstances (handicapped, limited English speaking, economically and educationally disadvantaged, institutionalized, geographically, socially or culturally isolated); identification of needs for specialized information (e.g., vocational/professional, community development); and identification of all information resources in the community and their interrelationships.

Sub-Goal B: To obtain input from adults representing a cross-section of the community (non-library users as well as users), and key agencies and institutions.

Sub-Goal C: To conduct an assessment of how well libraries (at all levels and of all kinds), are responding to the needs of adults as identified through the above steps.

Sub-Goal D: To promote support of the plan of library service for adults by:

- Forming an advisory council composed of representatives of both adult library users and non-users;
- Conducting an on-going public relations effort through the media and through personal appearances before community groups, organizations, and other agencies and educational institutions;
- Creating liaison with other service and educational/informational agencies;
- Working to increase funding for library services;
- Working for legislation which provides improved library services;
- Developing measures of effectiveness and performing continuous evaluation.

Goal II: To provide adequate and qualified staff with education and/or experience that will effectively serve the needs of all adults.

Sub-Goal A: To provide staff with education and experience in information science, non-print media, library services for adults, and/or subject areas as appropriate.

Sub-Goal B: To provide staff skills in information and referral, programming, public relations, information networking and exchange.

Sub-Goal C: To provide staff with the ability to relate to the community.

Sub-Goal D: To provide staff with the ability to plan and implement programs of service.

Sub-Goal E: To provide staff that exhibit attitudes of empathy, respect and liking for adults of all cultural, social backgrounds, and of various levels of physical/mental development.

Goal III: To provide facilities which are physically and psychologically accessible and conducive to serving the needs of adults.

Sub-Goal A: To provide adequate facilities to house a diversity of materials and equipment.

Sub-Goal B: To allow space for both small and large group and individual activities, for displays, and for programs of varied nature.

Sub-Goal C: To create an inviting, spacious and aesthetically pleasing atmosphere.

Sub-Goal D: To develop facilities which are physically and psychologically accessible and safe for adults, including the physically handicapped.

Sub-Goal E: To provide for adequate work space and telephones.

Sub-Goal F: To provide for adequate security in keeping with the nature and use of the institution.

Sub-Goal G: To provide mobile units and equipment to facilitate the delivery of materials and services.

Sub-Goal H: To provide copiers, typewriters and other appropriate equipment for public area use.

Sub-Goal I: To provide accessibility equipment to facilitate use by the handicapped.

Sub-Goal J: To provide furnishings which are conducive and supportive to work with adults.

Goal IV: To provide the resources necessary for the developmental needs of adults.

Sub-Goal A: To establish a selection policy which takes into account the varying abilities, cultural and linguistic backgrounds of people in the community and of the need for furthering intercultural and interpersonal understanding.

Sub-Goal B: To establish a system of coordinated access to information resources within and beyond the community which considers the schedules and circumstances of all adults by:

- Identifying all sources of information in the community;
- Locating a centralized information and referral service, if such exists, and connecting with it;
- Creating an information and referral service if none exists;
- Identifying existing information networks and connecting with them;
- Creating coordinated information networks where they do not exist;

- Developing bibliographic tools which facilitate access and avoid unnecessary duplication of resources;
- Organizing materials and information for optimum access.
- Ensuring constant up-dating.

Sub-Goal C: To ensure that the scope of information available to adults is adequate for the physical, emotional, intellectual, vocational, social and developmental needs of adults, both at the survival and enrichment levels.

Sub-Goal D: To provide materials in a variety of formats including traditional print materials incorporating languages other than English when appropriate and easy-to-read, adult interest level titles, a wide selection of audiovisual materials, talking books, captioned materials, videotapes, braille and data files, which together contain the factual, educational, cultural, and recreational information needed by adults.

Sub-Goal E: To provide equipment for retrieving information in audiovisual, microform, or computer formats that is safe, durable, easy to maintain and operate; equipment which provides access to information for the handicapped such as page turners, teletypewriters, and magnifiers.

Goal V: To provide a variety of experiences for adults in order to foster continuing learning and creativity, identification of new interests, preparation for retirement, and personal enrichment.

Sub-Goal A: To present cultural and informational programs both within a library and co-sponsored with other agencies that are accessible to the total community.

Sub-Goal B: To provide facilities for meetings, displays, classes, one-to-one tutoring.

Sub-Goal C: To establish liaison with and support of adult independent learner and adult basic education agencies, occupational guidance services, literacy programs, halfway houses, community-based mental health and selected workshop programs.

Sub-Goal D: To provide opportunities for contribution to the well-being of the entire community through tutoring, service to shut-ins, etc.

Sub-Goal E: To extend library services to adults who are unable or reluctant to come to a library due to illness, handicaps, distance or other factors, using mobile services, the mail, volunteer or other agency delivery systems to deliver materials; using the broadcast media and the telephone to transmit information and programs; conducting programs in institutions and community centers.

Goal VI: To provide resources and support for other professionals concerned with the continuing education of adults.

Sub-Goal A: To provide materials to supplement adult basic education, English as a second language, and other adult education programs; and professional material on adult education, learning theory, teaching techniques.

Sub-Goal B: To provide a clearinghouse on educational opportunities for adults.

Elderly

Goal I: To create and implement a long-range plan of library service which is responsive to the physical and psychological survival, maintenance of independence, personal development, and well being of the elderly.

Sub-Goal A: To conduct community analysis and needs assessments, which include identification of elderly with special circumstances (handicapped, shut-in either at home or within an institution, socially or culturally isolated, limited English speaking); institutions, organizations, housing projects and services for the elderly; educational, recreational, and cultural facilities serving the elderly.

Sub-Goal B: To obtain input from the elderly and others concerned with this group in order to identify perceived needs, problems and gaps in service.

Sub-Goal C: To conduct an assessment of how well libraries (at all levels and of all kinds) are responding to the needs of elderly as identified through the above steps.

Sub-Goal D: To promote support of the plan of library service for the elderly by:

- Forming an advisory council of elderly and other concerned persons;
- Conducting an on-going public relations effort through the media and through personal appearances before community groups, in institutions serving the elderly;
- Creating liaison with other agencies serving the elderly;
- Working to increase funding for library services for the elderly;
- Working for legislation which provides improved services for the elderly;
- Developing measures of effectiveness and performing continuous program evaluation.

Goal II: To provide qualified staff with appropriate educational qualifications and experience to effectively serve the needs of all elderly persons.

Sub-Goal A: To provide staff with education and experience in the fields of gerontology, readers' advisory, non-print media, and library service for the elderly.

Sub-Goal B: To provide staff skills in bibliotherapy, creative activities, information and referral.

Sub-Goal C: To provide staff with the ability to plan and implement programs of service.

Sub-Goal D: To provide staff with knowledge of the language of the significant minorities in the community including the deaf.

Sub-Goal E: To provide staff that exhibit attitudes of empathy, respect and liking for elderly of all cultural, social backgrounds, and of various levels of physical/mental condition.

Goal III: To provide facilities which are physically and psychologically accessible and conducive to serving the needs of elderly.

Sub-Goal A: To provide adequate facilities to house a diversity of materials and equipment.

Sub-Goal B: To provide space for both group and individual activities.

Sub-Goal C: To create an inviting, comfortable, spacious, and aesthetically pleasing atmosphere.

Sub-Goal D: To provide for adequate work space and telephones.

Sub-Goal E: To develop facilities which are physically and pyschologically accessible and safe for the elderly, including those with physical handicaps.

Sub-Goal F: To provide where appropriate, mobile units and equipment to facilitate the delivery of materials and services.

Sub-Goal G: To provide furnishings which are conducive and supportive to work with the elderly.

Goal IV: To provide the resources necessary for the needs of the elderly.

Sub-Goal A: To establish a selection policy which takes into account the varying abilities, cultural and linguistic backgrounds of the elderly in the community and the problems caused by ageism and the need for presenting positive images of aging.

Sub-Goal B: To ensure that the scope of subjects covered by the collection encompasses the widest possible range of interests as well as information on money management, nutrition, health care, and similar topics of vital importance to the daily survival needs of the elderly.

Sub-Goal C: To provide materials in a variety of formats including large-print books, magazines, newspapers, and pamphlets, talking books, art prints, puzzles, audiorecordings, filmstrips, slides, and other materials appropriate for the learning and enrichment needs of the elderly.

Sub-Goal D: To provide appropriate equipment for using resources which is safe, durable, and easy to maintain and operate; and to provide special equipment, including magnifiers, page turners, talking book machines, teletypewriters, ceiling projectors, large-print typewriters for elderly persons with physical handicaps.

Sub-Goal E: To provide sufficient quantities of resources to allow for deposit collections in institutions and housing projects.

Sub-Goal F: To provide access to information necessary for the elderly's maintenance of independence, health, and well-being by identifying sources of such information in the community; locating a centralized information and referral service if such exists; helping to connect the elderly with such service; and creating such an information and referral service if none such exists.

Goal V: To provide experiences through the library which foster learning, social interaction, discovery of new interests, personal enrichment and well-being, and continuing community involvement.

Sub-Goal A: To present cultural and informational programs, particularly those which involve the elderly in an active way and utilize their life experience, at times convenient for the elderly.

Sub-Goal B: To provide facilities for group meetings, displays of art created by the elderly, classes, hot lunch programs.

Sub-Goal C: To create liaison with adult independent and adult basic education programs.

Sub-Goal D: To provide opportunities for volunteer activities, such as tutoring, service to shut-ins, conducting programs, collecting local history, or story-telling, which emphasize cross-age involvements.

Sub-Goal E: To extend library services to the elderly who are unable to come to a library due to illness, handicap, distance or other factors, using mobile services, the mail, volunteer or other agency delivery systems to deliver materials; using the broadcast media and telephone to transmit information and programs; conducting programs in institutions, housing projects and senior centers.

Sub-Goal F: To provide transportation through cooperation between community agencies/institutions for those who cannot reach the outlet at which services and programs are provided.

Goal VI: To provide resources and information on the problems and needs of the elderly to other segments of the community.

Sub-Goal A: To provide resources for age groups other than the elderly on aging, the needs of the elderly, community services and gaps in the delivery of services for the elderly.

Sub-Goal B: To provide programs for age groups other than the elderly on aging and the needs of the elderly, and on gaps in community services for the elderly.

Action Program for Meeting Goals

The Action Program has been divided into the following eight categories:

Strengthening the State Library Agency
Statewide and Regional Impact Program
Local Impact Program
Statewide Education and Training Program
Statewide Public Relations Program
Statewide Standards Program
Blind and Physically Handicapped
Institutionalized

All of these action program categories are designed to strengthen the services of the State Library Agency, the Regional Public Library Systems, local libraries, and various cooperating groups of libraries, for the purpose of effectively meeting the identified needs of all potential library users.

Where applicable, criteria for determining the eligibility or priority rating of proposed projects within the eight program categories is contained within the program description. These criteria encompass priorities stipulated in the Library Services and Construction Act (LSCA) under which funding may be provided for support of program areas, as well as Massachusetts priorities which have been identified.

An award of an LSCA project grant to any municipality within the Commonwealth is contingent upon the participation of the municipality in the Direct State Aid Grant Program, unless the state library agency waives the requirement for specific statewide and regional programs. Wherever possible, priority for municipal grant awards will be given to municipalities with high unemployment rates and/or a high percentage of low-income individuals and families.

Municipalities with high unemployment rates and a high percentage of low income families have been identified by means of an Unemployment/Poverty Index developed by the state library administrative agency. This index is based on raw data from the following sources:

1. *Labor Force Unemployment Statistics* - unpublished monthly data made available to the state library administrative agency by the Massachusetts Division of Employment Security.
2. *The Municipal Yearbook* - an annual publication of the International City Management Association. Contains municipal poverty figures based on U.S. Census thresholds.
3. *Characteristics of the Population: Massachusetts.* U.S. Bureau of the Census. Issued 2/73.

The following data sources will be used to supplement ranking by index:

1. *Employment and Wages in Establishments Subject to the Massachusetts Employment Security Law.* Annual. Massachusetts Division of Employment Security. —Data on wages paid by employers in each municipality, though not necessarily to residents of that municipality.
2. *Area Trends in Employment and Unemployment.* Quarterly. U.S. Department of Labor. —For identification of Labor Market Areas (not municipalities) with persistent unemployment.
3. *Characteristics of Applicants Registered in Employment Service Offices and Selected Employment Service Activities.* Quarterly. Massachusetts Division of Employment Security. —For area identification of ethnic and occupational characteristics of unemployed.

Strengthening the State Agency

Purpose:

To assist the State Agency in providing leadership in the development of library services for all users and potential users; to assist the State Agency in developing and implementing plans for the coordination of services and programs of all types of libraries.

Criteria:

Units within the State Agency are organized around priority areas which respond directly to the other program categories established within the *Long Range Program.*

Priorities:

1. Administration: Overall planning and coordination of Bureau programs, both state and federally funded.

2. Business Office: Budget preparation and fiscal control of funds expended by the Bureau.

3. Institutional Services: Works with administrators in the Departments of Corrections, Mental Health, and Public Health to establish library services, and with librarians to develop and improve such services where they already exist; works with public librarians to provide library services to community-based institutions.

4. Interlibrary Cooperation: Encourages all types of libraries to participate in networks so that resources and services are maximized.

5. LSCA Consultant Services: Administers the LSCA Massachusetts State Plan including the development and evaluation of short and long-range goals and the operation of a discretionary grant program. Provides appropriate consultant services with reference to the LSCA program: (1) proposal preparation and identification of funding sources; (2) service to LSCA priority groups, eg., economically and/or educationally disadvantaged, elderly, limited and non-English speaking, etc.

6. Non-Print Media: Encourages the development of media programs by providing consultant service and by developing a loan collection of expensive media for demonstration and experimentation in public libraries.

7. Physically Handicapped: Develops and implements a program of library services for the estimated 214,000 blind and physically handicapped persons in the Commonwealth.

8. Placement and Referral: Conducts an individualized referral service where resumes of the most qualified registrants are forwarded to the employing agency; counsels outside clientele on employment and career opportunities in librarianship.

9. Planning and Evaluation: Collects and analyses library data, especially that relating to public libraries, for the purpose of assisting the Board of Library Commissioners and local libraries in making planning decisions.

10. Public Information: Provides information of statewide significance via a newsletter and other publications, to librarians, trustees, and other relevant individuals.

11. Public Libraries - Regional Coordinator: Acts as liaison between the Board of Library Commissioners and the contracting public libraries which provide regional public library services.

12. Public Libraries - State-Aid: Administers the Direct State Aid to Public Libraries Program; operates the state certification program for librarians other than school personnel.

13. Resource Center: Maintains a collection of materials on library and information sciences for the Bureau staff and for loan to librarians, trustees, and other interested persons.

14. Technical Services: Orders, catalogs, and processes media purchased for the Bureau's library collection and for the libraries in state institutions.

Statewide and Regional Impact Program

Purpose:

To provide every resident with equal opportunity of access to that part of the total information resource which will satisfy the individual's needs. To accomplish this goal a statewide plan must be developed which provides a united front for libraries in planning priorities, policies and programs for all types of resource sharing and for seeking the funding/legislation necessary to implement them while balancing all library interests. The development of this plan shall be the major goal of this five-year program.

Criteria:

Projects shall demonstrate effective stages in the development of a coordinated statewide resource sharing network, and shall reflect the following priorities upon which a network will be based:

1. Ease of access for the library user to Massachusetts information resources.

2. Support of the basic development of individual libraries, media centers, and information services; i.e., projects should not interfere with the on-going development of basic library collections and services for municipalities, larger geographic areas, educational institutions at all levels, or non-profit and corporate institutions.

3. Encouragement of cooperation at the local community level, the area level, the regional interstate level, and the national level.

4. Development of cost effective methods for resource sharing which Massachusetts can afford to support.

Local Impact Program

Purpose:
To make available appropriate library services for potential users at the local level.

Criteria:

1. Surveys or demonstrates the needs of all potential users in the community;

2. Conducts or demonstrates an inventory of all information resources in the community;

3. Plans for, or is congruent with the coordination of all resources within the community and access to these resources;

4. Is responsive to library goals and sub-goals for meeting needs, as specified in this *Long Range Program.*

Priorities:

1. The extension and improvement of library services in areas which are without such services or in which such services are inadequate;

2. The development and improvement of library services to:
   a. the blind and physically handicapped;
   b. the institutionalized;
   c. the disadvantaged (e.g., geographically isolated, limited or non-English speaking, unemployed, low-income);
   d. the elderly.

3. The extension and promotion of interlibrary cooperation among all types of libraries.

Statewide Education and Training Program

Purpose:
To provide qualified staff with appropriate educational qualifications and experience to effectively serve the needs of all potential users.

Criteria:

1. Provide staff with education and experience in child development, children's literature, non-print media and library service to all children; education and experience in adolescent psychology, young adult literature, and library service to young adults; education and experience in information science, library service to adults, and subject areas where appropriate; education and experience in the field of gerontology, readers' advisory services, and library service to the elderly.

2. Provide staff with skills in story-telling, creative activities, and reader development; booktalking, programming, reference, information referral; public relations, information networking, bibliotherapy.

3. Provide staff with the ability to plan, manage, and implement programs of service.

4. Provide staff with a knowledge of the language of the significant minorities of the community, including the deaf.

5. Provide staff that exhibit attitudes of empathy, respect and liking for potential users of all cultural, social backgrounds and of various levels of physical/mental development.

Priorities:

1. Recruiting and training minorities for professional library positions;
2. Providing a personnel grant program to improve library services by the employment of MLS graduates;
3. Workshops and continuing education opportunities in areas in which need has been demonstrated;
4. Production of training manuals.

Statewide Public Relations Program

Purpose:

To promote a plan of library service for all potential users through the involvement and coordination of agencies at all levels: state, areawide, local.

Criteria:

1. Formation of an advisory council of parents and other concerned adults working with children; an advisory council of a cross-section of young adults in the community and adults working with adolescents; an advisory council of both adult library users and non-users; an advisory council of older adults and persons working with the elderly.
2. Conducting of an on-going public relations effort through the media and through personal appearances before and within community groups, other educational institutions, parent and/or educational associations, clubs, residential institutions, etc., to document the need of improved services to the community in whole or part, and to attract the participation of potential users of all ages in library programs.
3. Creating of liaisons with other agencies serving children, young adults, adults, the elderly, or the community at large.

Priorities:

1. Projects which can be effectively coordinated into statewide public relations programs;
2. Projects which use available media in the promotion of services for all potential users (e.g., cablecasting, television, radio, etc.);
3. Projects which involve the sponsorship or promotion of the production and dissemination of public relations materials of statewide applicability.

Statewide Standards Program

Purpose:

To create appropriate standards against which all users and potential users can evaluate the levels of library service provided to them.

Criteria:

Development of measures of effectiveness and performance of continuous evaluation of services.

Priorities:

1. Revise minimum standards for public libraries;
2. Adapt or develop appropriate standards for academic, school, and special libraries;
3. Develop standards of adequacy for public libraries;
4. Review present Massachusetts certification laws.

Blind and Physically Handicapped

Statewide and Regional Impact Priorities:

1. Strengthen the program services components of the Massachusetts Regional Library for the Blind and Physically Handicapped program.
2. Survey and evaluate library service programs for blind and physically handicapped persons.
3. Encourage the production of special format materials that can be utilized by blind and physically handicapped persons.
4. Formulate methodologies for the involvement and participation of blind and physically handicapped persons in program planning, development, and implementation.
5. Promote cooperative program planning, development and implementation among major library service providers for blind and physically handicapped persons.
6. Utilize existing and new communication and other technologies to promote program development, communication and other services for blind and physically handicapped persons.
7. Develop a phased statewide plan of library service with data from a needs assessment.
8. Encourage the development of union lists of special format materials and other bibliographic methods to facilitate interlibrary and interagency services.

Local Impact Priorities:

1. Encourage the development and improvement of library services to blind and physically handicapped persons in areas which are without such services.
2. Encourage the development and improvement of library services to the blind and physically handicapped in areas where such services already exist.
3. Encourage librarians to participate in existing library and other programs provided by agencies/organizations for the blind and physically handicapped.
4. Encourage libraries to include services and materials for the blind and physically handicapped within their full plan of service.
5. Explore systems for delivery of library services appropriate for use within varied community settings, and suitable for all potential blind and physically handicapped persons.
6. Encourage the on-going participation of all potential blind and physically handicapped persons in planning library service and services.

Statewide Public Relations Priorities:

1. Develop a publicity/public information program to increase awareness of the library services available to blind and physically handicapped persons and to strengthen the support of federal, state, county and local funding of these services.

2. Promote an awareness among libraries to the needs and methods of serving blind and physically handicapped persons.

3. Encourage staff of service providing agency/organizations to cooperate with and to make appropriate use of libraries.

4. Establish a statewide information system on library services and other data on the blind and physically handicapped.

Statewide Education and Training Priorities:

1. Encourage the inclusion of handicapped services in the curriculums of professional library training programs.

2. Establish discussion groups or other appropriate arrangements for librarians implementing programs to blind and physically handicapped persons to enhance their programs.

3. Develop workshops and continuing educational opportunities in areas in which need has been demonstrated.

4. Recruit and train handicapped persons for library employment.

5. Produce training and/or awareness information packets.

Statewide Standards Priorities:

1. Develop and implement quality production guidelines that can be utilized by libraries producing materials in appropriate formats for blind and physically handicapped persons.

2. Formulate guidelines for making libraries physically and psychologically accessible to the handicapped.

3. Develop program accessibility guidelines that would assist librarians to involve blind and physically handicapped persons in library programs.

4. Include needs of handicapped persons in all other library standards that are developed.

5. Encourage the development of national standards for service to blind and physically handicapped persons.

Institutionalized

Statewide and Regional Impact Priorities:

1. Work with the Department of Mental Health Areas to plan and initiate central resource centers which can support public libraries and community based programs.

2. Work with Regional Commissioners in the Department of Corrections to determine their intent to further develop library services in their regions.

3. Develop and maintain adequate legal collections to satisfy specific mandates of Bounds v. Smith.

4. Visit county houses of correction and meet with the local sheriffs to determine support for library service.

5. Encourage institutional librarians to establish agreements for interlibrary loan with other departmental institutional libraries, public libraries and private libraries for expanded service to their clientele of residents and professional staff.

6. Determine if library service is a feasible part of the Department of Youth Services program and estimate the cost of implementation.

Local Impact Priorities:

1. Fund grants for bringing resources up to national standards in eligible institutions where staff have taken direct responsibility for promoting library services.

2. Encourage public libraries to provide interlibrary loans, deposit collections and programs to local institutions.

3. Encourage cooperative programming between institutional librarians.

4. Fund small incentive grants whose objectives are programming for the residents which would produce a final product.

5. Make library service a permanent part of each institution's program and budget.

6. Develop a delivery system of library materials with the help of other staff or volunteers to service non-mobile or secure populations.

Statewide Education and Training Priorities:

1. Encourage institutional librarians within the state to meet regularly to share ideas, solve problems and support each other in dealing with the institutional structure and state bureaucracy.

2. Develop procedural manuals in departments where library service is well-established to eliminate needless duplication and to establish more unified policies.

3. Create or upgrade professional and clerical institutional library positions.

4. Encourage the use of institutional libraries as settings for the vocational training of institutional residents.

5. Encourage volunteer training programs.

6. Encourage Simmons College School of Library Science to expand the curriculum to include institutional library services.

7. Conduct appropriate workshops such as the utilization of low level reading materials with deliquent juveniles.

8. Develop opportunities for interstate discussion among persons in the institutional library services and related fields.

9. Encourage centralized access to professional information for institutional staff.

Statewide Public Relations Priorities:

1. Develop a publicity program to increase awareness of the benefits of institutional library service and to strengthen the support for federal, state, county and local funding of institutional libraries.

2. Promote an awareness among public librarians of the needs of residents located in community-based mental health centers, correctional halfway houses or Department of Youth Services programs.

3. Encourage staff of community based facilities and programs to make appropriate use of public libraries.

4. Encourage librarians to publicize the library services provided within the institution to all potential users.

5. Plan official openings for new institutional libraries.

6. Educate publishers to be more aware of the needs of the institutionalized in order to stimulate the development of more relevant materials.

7. Maintain a central file on the extent and quality of institutional library service and publish these statistics on a regular basis.

Statewide Standards Priorities:

1. Survey state institutional library services, compare results to existing national standards and formulate a comprehensive plan to bring all institutional library services up to standards.

2. Survey library service being provided in local county institutions, compare results to existing national standards and formulate a plan to bring library service up to standards.

3. Develop state standards for institutional libraries.

4. Monitor the implementation of state standards within the institutions.

5. Achieve final approval of the Law Library Regulations in the Department of Corrections.